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AUTHOR Fine, Judith
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ABSTRACT

This report reviews the Values, Influences, and Peers (VIP) program in the Peel, Ontario schools. Originally developed as a joint initiative of the Ministry of Education and the Ministry of the Solicitor General, the VIP program was first introduced in Peel in 1983 as a pilot initiative in one school. Launched as a response to an increase in vandalism in the Peel schools, the program was from its inception delivered with the assistance of the Peel Regional Police, who presented 3 of the 12 lessons of the program. Specifically, the program was designed to help grade 6 students learn to cope with negative peer pressure and to provide them with opportunities to develop positive self-concepts and the habits and values of good citizenship. This review of the VIP program was intended to determine its efficiency and effectiveness in its first years of use. Five research objectives were formulated toward this end: (1) to gather demographics on VIP program delivery; (2) to evaluate the mandated teacher service on the VIP program; (3) to determine program impact by evaluating student, teacher, and school administrator attitudes, insights, and awareness related to major VIP program objectives; (4) to evaluate attitudes toward/impact of the police involvement in VIP program; and (5) to evaluate parents' awareness and perceptions of the VIP program. The report contains 11 sections: (1) Executive Summary; (2) Recommendations; (3) Overview of the VIP Program; (4) Rationale for the Review; (5) Objectives and Timeframe; (6) Demographics on VIP Program Delivery; (7) Mandated Teacher Inservice on VIP; (8) VIP Program Impact; (9) Involvement of the Peel Regional Police in VIP; (10) Parent Perceptions of VIP; and (11) Summary and Conclusions. Fourteen appendices include the program survey instruments, sample pre- and post-program sociomoral reasoning tasks, and summative surveys for students, teachers, administrators, and parents. (DB)

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THE PEEL BOARD OF EDUCATION

VALUES, INFLUENCES, AND PEERS (VIP)

PROGRAM REVIEW

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THE PEEL BOARD OF EDUCATION

VALUES, INFLUENCES, AND PEERS (VIP)

PROGRAM REVIEW

MARCH 1991

JUDITH FINE

RESEARCH OFFICER

RESEARCH DEPARTMENT

VIP REVIEW

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VIP REVIEW

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I am very grateful to Paul Favaro, Chief Research Officer, for his support through all phases of the VIP Review.

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A simple "thank you" to Brenda Moody, Research Assistant, would not be sufficient to encompass the quality of her contribution. Her skills in open-ended coding, data entry and analysis, preparation of tables, and obtaining relevant research articles were central to the completion of the study. And, on countless occasions, her dry sense of humour was an essential ingredient in the research "mix!"

I also appreciate the help of Sheila Cruickshank, Research Department Secretary. Her patient revelation of the more esoteric mysteries of the word processor greatly facilitated the final preparation of this report.

Finally, I would like to express my sincerest thanks to all the teachers, students, school administrators, and parents who completed surveys and took the time to offer their comments and suggestions. Without their cooperation, this Review could not have been accomplished.

Judith Fine
Research Officer

SECTION 1

EXECUTIVE SUMMARY

SECTION 1

EXECUTIVE SUMMARY

• BACKGROUND

The Values, Influences, and Peers (VIP) program was developed as a joint initiative of the Ministry of Education and the Ministry of the Solicitor-General. The program, intended for use with grade 6 students, was designed to help young people learn to cope with negative peer pressure and to provide them with opportunities to develop a positive self-concept and the habits and values of good citizenship.

The VIP program was first introduced in Peel in 1983 as a pilot initiative in one school. From its inception, the program was delivered with the assistance of Peel Regional Police officers, who presented three of the 12 VIP topics.

When the VIP became mandatory for all Peel grade 6 classes in 1988-89, the police could no longer provide three hours of instruction for every grade 6 class. They had to limit their participation in VIP to three hours of instruction for 60 grade 6 classes (about 25% of all the grade 6 classes in Peel). Classes to receive police support were selected on a first-request basis, with an effort made to ensure a fair distribution of police visits for each field office.

The VIP program currently constitutes the Board's drug education program for grade 6, meeting Ministry requirements. It is also the Guidance program for grade 6, as well as being a Social Science unit.

The VIP Program Review was intended to determine the efficiency and effectiveness of the VIP program, including the significance of the police involvement. Toward this end, five specific research objectives were formulated.

1. To gather **demographics** on VIP program delivery;
2. To evaluate the mandated **teacher inservice** on the VIP program;
3. To determine **program impact** by evaluating student, teacher, and school administrator attitudes, insights, and awareness related to major VIP program objectives;
4. To evaluate attitudes toward/impact of the **police involvement** in VIP program delivery; and
5. To evaluate **parents' awareness and perceptions** of the VIP program.

• MAJOR FINDINGS FOR EACH OBJECTIVE

· Objective 1 – The Demographics of VIP Program Delivery

Demographic data was gathered from principals with grade 6 students in their schools. A large majority of these schools have at least one full grade 6 class, and VIP is typically taught to these students by the classroom teacher. VIP is most likely to be integrated with another subject, although certain VIP topics are taught as separate lessons.

VIP is typically taught throughout the school year. VIP videos, Board A.V. materials, and the Peel Regional Police are frequently used resources. Role playing/drama, small group work, decision-making activities, and inquiry/research are the most often cited VIP teaching strategies.

Parents are kept informed about VIP through the school newsletter, through parent-teacher sessions, and/or in community meetings.

· Objective 2 – Evaluation of Mandated Teacher Inservice

The inservice designed for grade 6 teachers new to VIP includes large- and small-group sessions, interactive opportunities, and a chance for participants to share and discuss ideas.

The inservice, which is perceived by teachers as meaningful, relevant, and well paced, has a positive impact on their confidence about presenting VIP topics. This high level of post-inservice confidence is maintained when the teachers return to their classrooms.

Respondents' comments suggest that the value of VIP inservice would be enhanced by inviting school administrators and police officers to attend, and by offering "refresher courses" for teachers who have already taught VIP.

· Objective 3 – Evaluation of VIP Program Impact

Findings from a number of response groups in the Review show strong positive support for Peel's grade 6 VIP program. There is general agreement that VIP is age-appropriate, teaches topics that are relevant and important for grade 6 students to know about, and has a positive and long-term impact on students' attitudes, values, self-concept, and relationships with others.

In terms of specific areas of program impact, three topics emerge consistently as high priorities. Three months after VIP, grade 6 students indicate three VIP topics as especially relevant to them personally and most meaningful in terms of what they learned: **"The Dangers of Drugs," "Peer Pressure," and "Friends and Friendships."**

One year after VIP, grade 7 students are still naming these three topics as most meaningful, with about the same strength of response as the grade 6's.

Perceptions of school administrators and grade 6 teachers generally confirm these priorities, and parents report that these are the three VIP topics which their children most often discuss at home.

As another indicator of program impact, grade 6 students responded to sociomoral reasoning tasks both before and after having the VIP program. The sociomoral reasoning tasks were short interpersonal dilemmas presenting either peer conflict or vandalism situations. Students wrote short answers to questions about the characters' actions in each dilemma.

Although dilemmas about vandalism show little change in type of response from before to after VIP, dilemmas involving peer conflict give some evidence of higher-level sociomoral reasoning after VIP, especially for females. The difference between the two types of dilemmas probably refelcts students' strong interest in peer-related topics.

A majority of respondents feel that VIP is adequately resourced; however, some concerns are expressed about the availability of audiovisual materials, and about the need to update resource lists and other program support material.

- **Objective 4 – Evaluation of Attitudes Toward/Impact of Police Involvement**

Teachers and school administrators report that Peel Regional Police visits to VIP classrooms are a major human resource to support the program. As well, students respond enthusiastically to the police visits, and parents strongly endorse police involvement in VIP.

Teachers and school administrators feel that the police presentations are age-appropriate, well-paced, and that they meet students' needs. They comment that the presentations are made by knowledgeable officers who establish rapport with the students and hold their interest throughout the lesson.

Three overall themes emerge consistently across all response groups (students, teachers, school administrators, and parents); these same themes are expressed by students even one year after the police have visited their classrooms. These themes are:

- The importance of the visits in establishing both a positive relationship between students and the visiting officer, and a positive overall attitude toward the police;
- The perceived importance of the police presentation on drugs and alcohol;
- The perceived importance of the police presentation dealing with our laws and the penalties for breaking them.

The positive effects on students in these three areas are increased with more police contact -- that is, these effects are found more strongly in students having three rather than one police visit.

Teachers and school administrators recognize the importance of the police visits in implementing VIP and would like the availability of police visits to be extended to more grade 6 classes, if possible. They emphasize in their comments that police visits provide an essential support for VIP.

- **Objective 5 - Parents' Awareness and Perceptions of VIP**

Parents of grade 6 students tend to be aware of the VIP program. They are strongly supportive of VIP and maintain a generally positive attitude toward the program.

The parent respondents report that their children tend to talk about VIP topics at home, especially those relating to drugs, peer pressure, and friendships (the same three VIP priorities reported by the students themselves).

Parents emphasize that VIP generally reinforces what is taught at home, that the program is important, and that the VIP topics reflect some relevant dimensions of today's society.

• IMPLICATIONS FOR PROGRAM IMPROVEMENT

Although the data gathered in this Review is strongly supportive of the VIP program, a number of areas for program improvement can be identified.

- **Curriculum (see Recommendations 1-3)**

Teachers express a need for additional support material, for some updating of VIP units, and for more specific suggestions and information on content, activities, and resources for VIP topics.

Teachers also indicate that they would like this type of input specifically in the VIP areas identified by all response groups as especially relevant to students: The Dangers of Drugs, Peer Pressure, and Friends and Friendships.

The impact of VIP is more likely to be reflected in students' responses to sociomoral dilemmas dealing with peer conflict than vandalism themes. This response pattern reinforces the priority VIP places on such peer-related topics as peer pressure, social interaction, and the nature of friendships.

- **Inservice (see Recommendations 4-6)**

  Both teachers and school administrators feel that follow-up inservice sessions should be regularly offered to grade 6 teachers after they have begun teaching VIP.

  Respondents also indicate that school administrators should be invited to participate in the VIP inservice, as well as the police officers who present VIP lessons in Peel classrooms.

- **Material Resources (see Recommendation 7)**

  Teachers express concerns about the availability of material resources needed for the program, especially the recommended videos and films. They indicate that these videos/films are often not available when needed as support for specific VIP topics.

- **Human Resources (see Recommendations 8-11)**

  Teachers and school administrators emphasize the value of guest speakers in the VIP program. These respondents are especially supportive of the role of the Peel Regional Police in VIP, and they stress the need for more and/or longer police visits to classrooms. They feel that it is very important to extend the police presence in VIP so that more, if not all, Peel grade 6 classrooms can receive police visits.

- **Parent Awareness (see Recommendations 12-13)**

  A number of parents indicate that they are not aware of the VIP program. As well, some of the schools report that they do not inform parents of grade 6's about VIP, nor make efforts to involve them in the program.

SECTION 2

RECOMMENDATIONS

SECTION 2

RECOMMENDATIONS

- **As a result of the VIP Program Review, it is recommended....**

1. That more detailed curriculum material be produced to support the VIP program, commencing with the three VIP topics identified as most important by students, parents, school administrators, and teachers: The Dangers of Drugs, Peer Pressure, and Friends and Friendships. Additional support for other VIP topics may be developed as budget permits.

2. That VIP updates be issued periodically by the Coordinator of Social Science for grade 6 teachers and school administrators, informing them about the findings of the Review and about other relevant research and resources;

3. That VIP continue to emphasize material relating to peer pressure, peer interaction, and friendship patterns;

4. That inservice for teachers new to VIP continue to be offered, and that both school administrators and Peel Regional Police officers involved in VIP be encouraged to attend;

5. That additional inservice be provided through R & R clinics for teachers currently teaching VIP;

6. That inservice for VIP focus on the three topics identified in the Review as having high priority for students, parents, teachers, and school administrators: Drugs and Alcohol, Peer Pressure, and Friends and Friendships;

7. That duplicating videos relevant to the VIP program be purchased as budget allows;

8. That the Peel Board of Education approach the Peel Regional Police to request that additional officers be assigned to the VIP program, thus allowing more grade 6 students to receive VIP presentations from police officers;

9. That the Peel Board of Education approach the Peel Regional Police to request that officers make two instead of three visits to each VIP class, thus allowing more grade 6 students to receive police visits (this was implemented during 1990-1991 on a trial basis);

10. That the Peel Board of Education produce, in conjunction with the Peel Regional Police, a videotape to reinforce students' positive view of the police officer as a person; this could be used in classrooms which are not scheduled for police visits;

11. That the results of the VIP review be shared with the Peel Regional Police, and that the officers continue to focus their presentations on the three areas consistently emphasized by students, teachers, and school administrators as especially meaningful: establishing a positive relationship between students and the police; drugs, smoking, and alcohol; and our laws and the penalties of crime;

12. That communication with parents regarding the VIP program be continued and emphasized;

13. That parents be encouraged to become involved in the VIP program by serving as guest speakers, by visiting VIP classes, and by attending VIP "graduation" ceremonies.

SECTION 3

OVERVIEW OF THE VIP PROGRAM

SECTION 3

OVERVIEW OF THE VIP PROGRAM

• PROGRAM BACKGROUND

The Values, Influences, and Peers (VIP) program was developed as a joint initiative of the Ministry of Education and the Ministry of the Solicitor-General. The Values, Influences, and Peers Ministry document was first published in 1984.*

The VIP program, intended for use with grade 6 students, was developed to help young people learn to cope with negative peer pressure and to provide them with opportunities to develop a positive self-concept and the habits and values of good citizenship.

It was felt that grade 6 was a particularly important time to introduce these objectives. According to the Ministry document,* students entering grade 7 are especially vulnerable to emotional stresses; their peer culture is exerting an increasingly powerful influence on their lives, and for many it is a time for making significant decisions, such as whether or not to smoke or use drugs. As well, increases in school violence and vandalism have been documented among students of this age. For these reasons, it was felt that a program addressing these issues in grade 6 might help students deal more effectively with subsequent choices and decisions.

The VIP program was first introduced in Peel in 1983 as a pilot initiative in one school. The program was initiated in response to an increase in vandalism in Peel schools. From its inception, VIP was delivered with the assistance of the Peel Regional Police, who presented three of the 12 lessons. All teachers and police officers involved in teaching VIP were provided with a minimum of one-and-one-half days of inservice.

Schools were encouraged to implement VIP, but Peel did not make the program mandatory for grade 6's until September 1988. With the expansion of the program, it became impossible for the Peel Regional Police to provide three hours of instruction for every grade 6 class. In September 1989, the police agreed to provide three hours of instruction for 60 classes (about 25% of all Peel grade 6 classes). Classes to receive police support were selected on a first-request basis, with an effort made to ensure a fair distribution of police visits for each field office.

The VIP program currently constitutes the Board's drug education program for grade 6, meeting Ministry requirements. It is also the Guidance program for grade 6, as well as being a Social Science unit.

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* Ontario Ministry of Education. (1984). Project VIP - Values, Influences, and Peers: Curriculum Ideas for Teachers. Toronto: Ontario Ministry of Education.

• PROGRAM AIMS

The aims of the VIP program, as articulated in the Ministry document, are to provide opportunities for students to:

- become aware of some of the basic values of Canadian society, specifically the set of values considered essential to the well-being of the individual and the well-being of society;
- learn to accept responsibility for their own actions;
- understand that each person may be influenced by peer pressure;
- become aware of the importance of self-respect and self-confidence in meeting the challenge of peer influence;
- gain insights that will assist them in making choices when confronted with negative peer influences;
- develop a respect for the rights of others and for the rule of law.

• PROGRAM TOPICS

The 12 topics that comprise the VIP program are detailed in the Ministry document. They are:

- From Values to Standards;
- Creating Impressions;
- Belittling Others;
- Peer Pressure;
- Decision-Making;
- Authority and Authority Figures;
- Being Truthful;
- The Dangers of Drugs;
- Vandalism and Destructive Behaviour;
- Shoplifting is Stealing;
- Youth and the Law; and
- Friends and Friendships.

- **RESOURCES AND SUPPORT**

All staff who teach VIP are provided with a copy of the Ministry resource document (cited earlier). This document outlines suggested lesson ideas for each of the 12 VIP topics; it also provides helpful suggestions for implementing the program at the school level.

An extensive inservice (one evening and one full day) is mandated for all grade 6 teachers new to VIP. The inservice includes large- and small-group sessions, interactive opportunities, and a chance for participants to share and discuss ideas. It is designed to prepare teachers to present material on drugs and alcohol, to increase their awareness of the role of the Peel Regional Police in VIP, and to acquaint them with the resources available to support VIP.

The Peel Board of Education has produced a series of videotapes to support the VIP program. These five-minute segments present problem-solving dilemmas for students to discuss. Other Peel audiovisual resources for the program are listed in a catalogue for VIP, produced by the Media Services Department and distributed to all VIP teachers.

Teachers also receive additional lesson ideas and suggestions for integrating VIP into the regular grade 6 program. (These materials were prepared by two Peel teachers, Tina Patterson and Alison Fleming.)

Finally, teachers are provided with lists of picture books and other print resources to support VIP, as well as suggestions for guest speakers who might be utilized if a police officer is unavailable for a classroom visit. Social Science program resource teachers play a key role in the VIP inservice and are also available to assist teachers in planning VIP lessons.

SECTION 4

RATIONALE FOR THE REVIEW

SECTION 4

RATIONALE FOR THE REVIEW

- **WHY REVIEW THE VALUES, INFLUENCES, AND PEERS PROGRAM?**

As described in Section 3, the Values, Influences, and Peers (VIP) program was first introduced in Peel in 1983 as a pilot initiative in one school. From its inception, VIP was delivered with the assistance of Peel Regional police officers, who presented three of the 12 lessons.

For the next five years, Peel schools implemented VIP on a voluntary basis. It was not until 1988-1989 that VIP was mandated for all Peel grade 6 classes. With the expansion of the program, it became impossible for the police to provide three lessons for every grade 6 class. They agreed to provide three hours of instruction for 60 classes (about 25% of all Peel grade 6 classes).

At the end of 1988-1989, it was felt that a number of questions should be answered in order to ensure the successful implementation of VIP across Peel:

- Is the program being efficiently organized and delivered in Peel schools? Are some of the more important Ministry suggestions for implementing VIP* being followed in Peel schools?

- Is the one-and-one-half day of inservice mandated for all teachers new to VIP having an impact? Is it making teachers more confident about presenting the program? Is it providing them with the kind of information and materials they need to deliver the program effectively?

- Is the program having a positive impact on grade 6 students themselves? Has it provided them with information and experiences that will help them make important choices and decisions? Has it changed the way they think about themselves and how they interact with others?

- How important is the police component of VIP? Do the police visits impact positively on students? Are the police perceived by teachers and school administrators as an important VIP resource?

- What do parents think about VIP? Are they aware of the program? Are they supportive of VIP-type topics being taught in the school? Do they support the idea of the police officer visiting their children's classroom to present VIP lessons?

The VIP Program Review was designed to address these issues. The specific research objectives for the Review are detailed in Section 5.

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* Ontario Ministry of Education. (1984). Project VIP - Values, Influences, and Peers: Curriculum Ideas for Teachers. Toronto: Ontario Ministry of Education.

SECTION 5

OBJECTIVES AND TIMEFRAME

SECTION 5

OBJECTIVES AND TIMEFRAME

• OBJECTIVES OF THE REVIEW

The VIP Program Review was intended to determine the efficiency and effectiveness of the VIP program, including the significance of the police involvement. Toward this end, five specific research objectives were formulated for the Review.

Objective 1: To gather DEMOGRAPHICS on VIP program delivery.

Demographic information, which was intended to provide a descriptive context for the Review, was to be gathered by surveying the principals of all schools with grade 6 classes. The dimensions of particular interest included: number of full and split-grade grade 6 classes; number and position of staff teaching VIP; the timing and methods of VIP program delivery; resources and teaching strategies used for VIP program delivery; and approaches to informing/involving parents in the program.

Objective 2: To evaluate the mandated TEACHER INSERVICE on the VIP program.

An extensive inservice (one evening and one full day) is mandated for all grade 6 teachers new to VIP. It is designed to provide material on drugs and alcohol, to present lesson ideas and suggestions about VIP resources, and to increase awareness of the police role in VIP.

In order to assess the perceived short- and longer-term impact of the inservice, participating teachers were to be surveyed three times: just prior to the inservice, immediately afterwards, and six months later.

Objective 3: To determine PROGRAM IMPACT by evaluating student, teacher, and school administrator attitudes, insights, and awareness related to major VIP program objectives.

The assessment of program impact was to be approached in two ways:

(a) An analysis of grade 6 students' written responses to a series of sociomoral reasoning tasks (social "scenarios" involving interpersonal dilemmas) which encompassed a number of VIP topics. Students were to respond to these dilemmas before taking VIP, just after the program was completed, and three months later.

(b) A consideration of students', teachers', and school administrators' perceptions of and attitudes toward the VIP program, obtained through end-of-year surveys.

Objective 4: To evaluate attitudes toward/impact of POLICE INVOLVEMENT in VIP program delivery.

Currently, Peel Regional Police officers make three visits to each of 60 classrooms as part of VIP. It was decided to assess the overall impact of these visits on grade 6 students, and also to determine how the police involvement was perceived by teachers, school administrators, and parents. This information was to be gathered by surveying the relevant response groups at the end of the school year.

An additional research question was also to be addressed. Could a one-visit lesson by police achieve the same impact as the three-visit schedule currently followed, thereby freeing the officers to visit more classrooms? In order to assess differential impact, samples of students in each condition (one and three visits) were to be surveyed immediately after each police visit.

Objective 5: To evaluate PARENTS' AWARENESS AND PERCEPTIONS of the VIP program.

It was felt that the determination of parents' awareness, attitudes, and opinions about VIP was an important part of a comprehensive program review. Parents of grade 6 students were to be surveyed in order to determine their awareness of the VIP program and their overall perceptions of and support for VIP.

- **TIMEFRAME FOR THE REVIEW**

- **July-Aug., 1989:** Develop terms of reference for the study (objectives, sample, methodology).

- **Sept., 1989:** Send demographic survey to principals of all schools with grade 6 classes.
(OBJECTIVE 1)

- **Oct., 1989:** Survey teachers new to VIP just before and just after they participate in the mandated VIP inservice.
(OBJECTIVE 2)

- **Nov.-Dec., 1989:** Develop and pilot test sets of sociomoral reasoning tasks.
(OBJECTIVE 3)

- **Jan.-March, 1990:** Administer (in January) the first set of sociomoral reasoning tasks to a sample of grade 6's who have not yet taken VIP.
(OBJECTIVE 3)

  Survey classes of grade 6's immediately after receiving each of one or three police visits during the January-March period.
(OBJECTIVE 4)

  Administer (in March) the second set of sociomoral reasoning tasks to the same grade 6's, who have just completed VIP.
(OBJECTIVE 3)

- **April, 1990:** Develop end-of-year surveys for students, teachers, school administrators, and parents.
(OBJECTIVES 3, 4, and 5)

  Re-survey teachers who participated in the October 1990 mandated VIP inservice.
(OBJECTIVE 2)

- **May-June, 1990:** .Administer (early in June) the third set of sociomoral reasoning tasks to the same grade 6's, 3 months after completing VIP.
(OBJECTIVE 3)

  Administer end-of-year surveys to students, teachers, school administrators, and parents.
(OBJECTIVES 3, 4, and 5)

- **July-Dec., 1990:** Code, enter, analyze, and interpret data relevant to all five objectives; prepare data tables.

- **Jan.-March, 1991:** Write, edit, and revise final report.

SECTION 6

DEMOGRAPHICS ON VIP PROGRAM DELIVERY

SECTION 6

DEMOGRAPHICS ON VIP PROGRAM DELIVERY

• BACKGROUND

The Ministry document on VIP* makes specific recommendations to guide Boards in implementing a VIP program. A survey was designed to gather information on how closely some of these recommendations were being followed in Peel's VIP program.

The dimensions of particular interest included: number of full and split-grade grade 6 classes; number and position of staff teaching VIP; the timing and methods of VIP program delivery; resources and teaching strategies used for VIP program delivery; and approaches to informing/involving parents in the program.

• RESEARCH QUESTIONS

Because the demographic survey was intended only for the purposes of providing a descriptive context for the evaluation, **no research questions were proposed for this data.**

• INSTRUMENT AND SAMPLE

Early in the 1989-1990 school year, a short survey regarding VIP program delivery was designed and sent to all principals with grade 6 students in their schools (n=78).

A copy of the survey is found in **Appendix A.**

• RESPONSE RATE

As shown in **Table 6.1**, 73 of the 78 schools returned their surveys, a 94% return.

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* Ontario Ministry of Education. (1984). Project VIP - Values, Influences, and Peers: Curriculum Ideas for Teachers. Toronto: Ontario Ministry of Education.

- **FINDINGS**

  - Full and Split Grade 6 Classes (see **Table 6.1**): A sizeable majority of the 78 responding schools (64, or 88%) have full grade 6 classes, and most frequently (51 of these schools) they report having 1-3 full classes.

    Some of the responding schools (31, or 42%) also report one or two split grade 6 classes. For the most part (19 schools), these are 5/6 splits.

  - Number of Staff Teaching VIP (see **Table 6.2 and 6.3**): **Table 6.2** shows the number of staff reported as teaching VIP for 1989-1990 in the responding schools. About one-third of the schools (n=23) report that there is one staff member teaching VIP. As shown in **Table 6.3**, a "regular classroom teacher" is the person most likely (93%) to be teaching VIP.

  - VIP Program Delivery Methods (see **Table 6.4**): Two program delivery methods are most often used for VIP: it is likely to be integrated with other regular classroom subjects like Language Arts (66%), and/or some parts of VIP are taught as a distinct program (66%).

  - Timing of VIP Program Delivery (see **Table 6.5**): In 1989-1990, VIP was most likely to be offered "throughout the school year" (66% of the responding schools). Another 19% of the schools planned to introduce VIP during the January-March, 1990 period.

  - Resources for VIP (see **Table 6.6**): In terms of resources, VIP program delivery makes wide use of VIP videos (93% of the schools). Other Peel A.V. resources (52%) are also used. The Peel Regional Police are a frequently cited resource (67%). Other guest speakers are utilized in program delivery, but much less frequently (19%).

  - Teaching Strategies for VIP (see **Table 6.7**): Respondents were asked to indicate which of a number of listed teaching strategies were used in VIP program delivery. Most of the schools report that role playing/drama (94%) and small group work (92%) are used in teaching VIP, as well as decision-making activities (89%) and inquiry/research (66%).

  - Informing/Involving Parents (see **Table 6.8**): Principals were asked about ways in which parents were informed about/involved in VIP. Only nine of the 73 schools indicate that parents are not specifically informed about VIP. Among the other 64 schools, two approaches are frequently noted: VIP information is included in the school newsletter (59%), and is presented in parent-teacher sessions and/or in community meetings (45%).

- **OVERVIEW OF SECTION 6**

Data on the demographics of VIP program delivery was gathered from principals with grade 6 students in their schools. A large majority of these schools have at least one full grade 6 class, and VIP is typically taught to these students by the classroom teacher. VIP is most likely to be integrated with another subject, although certain VIP topics are taught as separate lessons.

VIP is typically taught throughout the school year. VIP videos, Peel A.V. materials, and the Peel Regional Police are resources frequently used in teaching VIP. Role playing/drama, small group work, decision-making activities, and inquiry/research are the most frequently cited VIP teaching strategies.

Parents are kept informed about VIP through the school newsletter, through parent-teacher sessions, and/or in community meetings.

Table 6.1
Full and Split Grade 6 Classes, 1989-1990

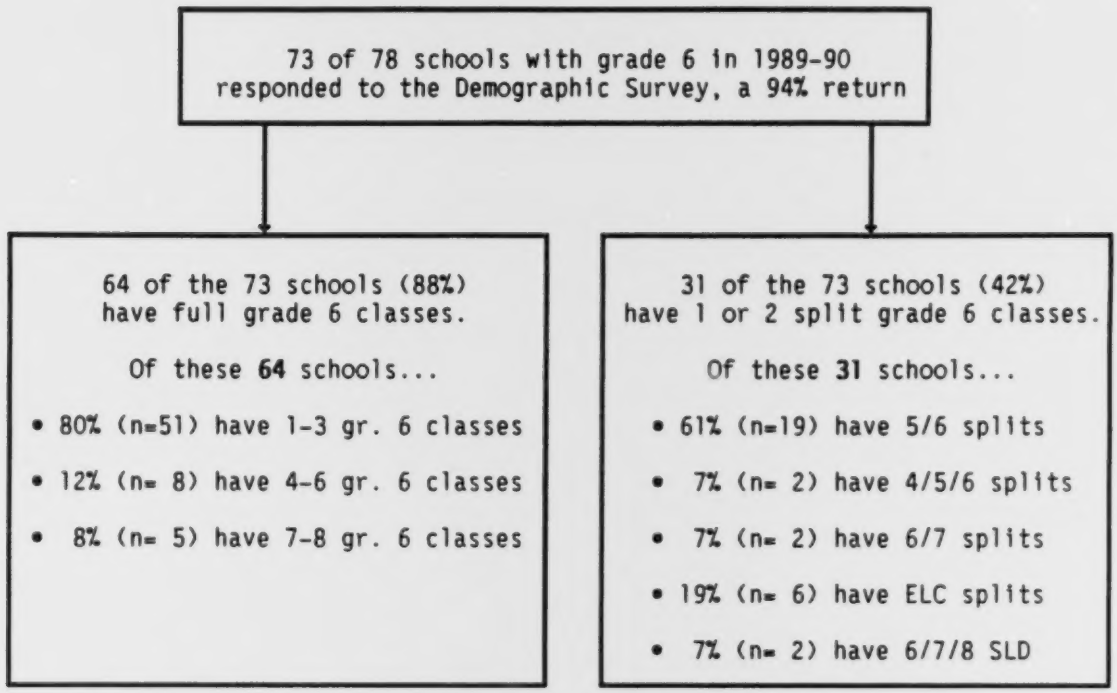
73 of 78 schools with grade 6 in 1989-90 responded to the Demographic Survey, a 94% return
64 of the 73 schools (88%) have full grade 6 classes.
Of these 64 schools...
• 80% (n=51) have 1-3 gr. 6 classes
• 12% (n= 8) have 4-6 gr. 6 classes
• 8% (n= 5) have 7-8 gr. 6 classes
31 of the 73 schools (42%) have 1 or 2 split grade 6 classes.
Of these 31 schools...
• 61% (n=19) have 5/6 splits
• 7% (n= 2) have 4/5/6 splits
• 7% (n= 2) have 6/7 splits
• 19% (n= 6) have ELC splits
• 7% (n= 2) have 6/7/8 SLD

Table 6.2
Number of Staff Teaching VIP, 1989-1990

Number of Staff Teaching VIP	Number of Schools Reporting This Number	Percent (of the 72 schools)
1	23	32%
2	18	25%
3	13	18%
4	8	11%
5	3	4%
7	2	3%
8	2	3%
9	2	3%
14	1	1%
	72	

Table 6.3
Which Staff Taught VIP in 1989-1990

VIP taught by...	Number of Schools Reporting	Percent (of the 73 schools)
• Regular classroom teacher	68	93%
• Guidance teacher	11	15%
• Other (e.g., core teacher, librarian, social science teacher, resource/withdrawal teacher, principal/vice-principal, ELT, ESL teacher	7	10%

Table 6.4
VIP Delivery Methods, 1989-1990

Delivery method	Number of Schools Reporting	Percent (of the 73 schools)
• Integrated with other regular classroom subjects (e.g., language arts)	48	66%
• Some parts taught as a distinct program	48	66%
• Other (e.g., as a guidance program; varies)	4	6%

Table 6.5
Timing of VIP Program Delivery for 1989-1990

Timing	Number of Schools Reporting	Percent (of the 73 schools)
• Throughout the school year	48	66%
• Fall semester (September-December)	3	4%
• Winter semester (January-March)	14	19%
• Spring semester (April-June)	5	7%

Table 6.6
VIP Resources Used in the Past or Planned for 1989-1990

Resource	Number of Schools Reporting	Percent (of the 73 schools)
• VIP videos	68	93%
• Other Peel A.V. resources	38	52%
• Peel Regional Police	49	67%
• Guest Speakers (e.g., nurse, lawyer, judge, trustee, crossing guard, probation officer, curator, high school student, ambulance driver, Peel Parents Against Drugs)	14	19%
• Other (e.g., visit to court, TV Ontario, ARF materials, novels)	5	7%

Table 6.7
VIP Teaching Strategies Used in the Past or Planned for 1989-1990

Strategy	Number of Schools Reporting	Percent (of the 73 schools)
• Role playing/drama	69	94%
• Small group work	67	92%
• Decision making	65	89%
• Inquiry/research	48	66%
• Group discussions	3	4%
• Presentations	2	3%
• Excursions	2	3%
• Having students interview other students, staff, and guests	2	3%
• Other (unspecified)	7	10%

Table 6.8
Informing Parents About/Involving Them in VIP, 1989-1990

Method of Informing/ Involving Parents	Number of Schools Reporting	Percent (of the 73 schools)
• VIP information included in newsletter	43	59%
• VIP information presented in parent-teacher session/inservice /community meeting	33	45%
• Parents invited to attend VIP sessions during class time	1	1%
• Parents are not informed about VIP	9	12%

SECTION 7

MANDATED TEACHER INSERVICE ON VIP

SECTION 7

MANDATED TEACHER INSERVICE ON VIP

• BACKGROUND

An extensive inservice (one evening and one full day) is mandated for all grade 6 teachers new to VIP. The inservice includes large- and small-group sessions, interactive opportunities, and a chance for participants to share and discuss ideas. It is designed to prepare teachers to present material on drugs and alcohol, and to increase their awareness of the role of the Peel Regional Police in VIP. Teachers are also given lesson ideas and suggestions about resources to support VIP.

The October, 1990 agenda for the VIP inservice typifies the range of topics covered:

- "Effective Drug Education" (presented by Dr. R. Clavier, an authority on drug and alcohol use);
- "Resourcing VIP;"
- "Police Involvement in VIP" (presented by members of the Peel Regional Police);
- "Preparing VIP Lessons;"
- "VIP Impact" (described by visiting students who had taken VIP).

Some of the specific resources provided for teachers at the inservice are:

- A catalogue listing Peel's audiovisual resources for VIP;
- Suggestions about human resources for the program (in addition to, or instead of, the Peel Regional Police);
- Specific lesson suggestions and model VIP approaches;
- Ideas for integrating VIP topics into other subject areas;
- Lists of picture books and other print resources to support VIP.

• RESEARCH QUESTIONS

The research questions to be addressed are:

- **Are the inservice sessions (designed for teachers who have never taught VIP) effective in raising their confidence about teaching VIP?**
- **Are the sessions that constitute the inservice perceived by the teachers as meaningful and relevant? Well-paced? A source of practical ideas to use in teaching VIP?**

- **INSTRUMENTS AND SAMPLE**

In order to assess the perceived short- and longer-term impact of the inservice offered in October 1990, three teacher surveys were designed: one to be administered just prior to the sessions, one to be completed immediately afterwards, and a third to be filled out six months later (in April 1990). All three surveys asked teachers to rate their overall level of confidence with respect to teaching VIP topics. The survey administered just after the sessions also asked participants to rate the presentations offered in the inservice.

Copies of these surveys are found in **Appendices B, C, and D.**

All 74 participants in the inservice were surveyed as a group just before and just after the sessions; the six-month follow-up survey was sent to them at their schools through the Board courier.

- **RESPONSE RATE**

Table 7.1 shows the response rates for the three surveys. Almost three-quarters or more of the teachers completed the pre- and post-inservice surveys; however, only 42% of the teachers returned the follow-up survey.

- **FINDINGS**

- Expressed Level of Confidence About Teaching VIP Topics (see **Table 7.2**): Findings from the three surveys allow us to look at teachers' expressed level of confidence about teaching VIP topics just prior to inservice, just after the inservice, and six months later.

  Although a majority of the teachers new to VIP express high confidence even before receiving inservice (62%), the number who express confidence increases significantly* to 79% just after the inservice. There is a further increase in those expressing confidence (to 87%) when teachers are surveyed six months later; this trend approaches significance.

  These findings show that the inservice session impacts positively on teachers' confidence about teaching VIP topics, and that actual experience teaching VIP also tends to enhance teachers' confidence.

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* "Statistical significance" means that a statistical test has been carried out to determine whether differences observed in the data could have occurred by chance. When a difference is described as statically significant this means that the difference is extremely unlikely to have occurred by chance -- only five times in 100, or less.

- Teachers' Pre-Inservice Comments About Confidence Level (see **Table 7.3**): Teachers' comments about their confidence level prior to the workshop were grouped thematically. Teachers with initial very high or fairly high confidence about teaching VIP attribute their comfort level to having taught for many years, to the fact that life experience has made them familiar with VIP concepts, and to having already covered many of these topics informally with their students.

- Pre- and Post-Inservice Confidence Level of New Teachers (see **Table 7.4**): How do new teachers feel about teaching VIP? **Table 7.4** summarizes the expressed confidence of 13 teachers who have 1-2 years of experience in the classroom. Again, the positive effects of the workshop sessions are reflected in the increase in number of teachers expressing very/fairly high confidence before (n=7) and just after (n=11) the inservice.

- Participants' Ratings of the Inservice Presentations (see **Table 7.5**): The strength of positive response to the inservice presentations is especially high for Dr. Clavier's talk on drugs, for the session on resourcing VIP, and for the presentation by the Peel Regional Police on their involvement in VIP. A sizeable majority of the teachers report that these sessions were meaningful/relevant (90%-97%), well-paced (90%-93%), and offered practical ideas (82%-92%).

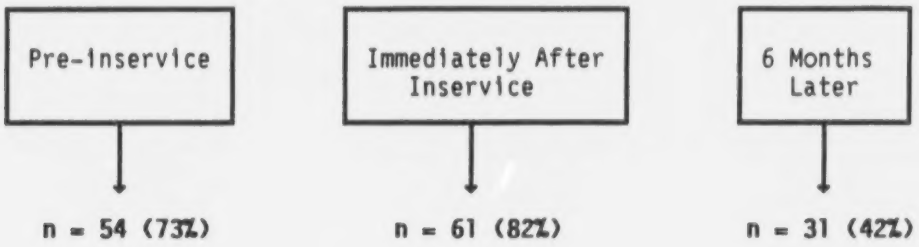
  The other two sessions also receive a majority of positive responses along these three dimensions, but the strength of these responses is not of the same magnitude (61%-75%).

• OVERVIEW OF SECTION 7

The inservice sessions designed for grade 6 teachers who have not yet taught VIP are effective in raising their confidence level about teaching these topics. The proportion of teachers who express confidence is significantly higher after than before the inservice. This expressed confidence tends to rise again after actually teaching VIP.

The individual inservice presentations are very positively perceived by the teachers. A majority of teachers report that the sessions were meaningful and relevant, well-paced, and that they offered them practical ideas for teaching VIP.

Table 7.1
VIP Inservice: Response to Surveys



(Percentage response rates are based on the 74 teachers new to VIP, for whom a two-day inservice was mandated.)

Table 7.2
Expressed Level of Confidence With Respect to Teaching VIP Topics

Confidence Level	Pre-Inservice (n=54)	Immediately After Inservice (n=61)	6 Months Later (n=31)
• Very/Fairly high	62%	79%	87%
• Medium	28%	20%	13%
• Very/Fairly low	9%	0	0

Table 7.3
Teachers' Comments About Their Level of Confidence (Pre-Inservice)

	Those with Very/Fairly High Confidence n*	Those with Medium Confidence n*	Those with Very/Fairly Low Confidence n*
• I have counselling/guidance background and many years of teaching experience.	7	2	0
• These topics are common-sense concepts; life experience, being a parent make me comfortable with them.	7	1	0
• I already teach these topics informally all the time.	6	1	0
• Good rapport with, and sensitivity to, my students' needs will help.	4	0	0
• These are important, relevant topics and I'm enthusiastic about covering them with my students.	4	2	0
• I'm familiar with the issues, but I need input on resources and implementation.	1	4	0
• New to teaching.	0	2	3
TOTAL NUMBER OF COMMENTS	28	12	3

* Because of the small number of comments in the "Medium" and "Very/Fairly Low" conditions, percentages were not computed.

Table 7.4
Short-Term Impact of Inservice on Confidence Level
of New Teachers (1-2 Years of Experience), n = 13*

Confidence Level	Pre-Inservice n	Immediately After Inservice** n
• Very/Fairly high	7	11
• Medium	5	2
• Very/Fairly low	1	0

* Because of the small number in the 1-2 Years Experience group, percentages were not computed.

** No data is presented for 6 months after the mandated inservice. Because of the comparatively low response rate 6 months later, these 13 teachers could not be tracked.

Table 7.5
Participants' Positive Ratings of Workshop Presentations*
Immediately After Inservice Sessions (n=61)

	Meaningful and Relevant?	Well-Paced?	Practical Ideas?
	Percent of Positive Responses*	Percent of Positive Responses*	Percent of Positive Responses*
• "Effective Drug Education" (Dr. R. Clavier)	90%	93%	82%
• "Resourcing VIP"	97%	92%	92%
• "Police Involvement in VIP" (Peel Regional Police)	93%	90%	87%
• "Preparing VIP Lessons"	71%	61%	74%
• Peel Students Describe How VIP Impacted on Them	75%	75%	63%

* For ease of interpretation, this table presents only respondents' "Excellent/Good" responses. The percent responding "Fair/Poor" can be obtained by subtracting the given percents from 100%.

SECTION 8

VIP PROGRAM IMPACT

SECTION 8

VIP PROGRAM IMPACT

• BACKGROUND

Section 3 of this report contains an overview of the VIP program and its implementation in Peel. This section will deal with the assessment of VIP program impact on students, a major objective of this study.

The assessment of program impact was approached in two ways:

(a) An analysis of students' written responses to a series of sociomoral reasoning tasks (social "scenarios" involving interpersonal dilemmas) which encompassed a number of VIP topics; and

(b) A consideration of students', teachers', and school administrators' perceptions of and attitudes toward the VIP program, obtained through surveys.

· Sociomoral Reasoning Tasks: The development of the dilemmas as a way to examine students' sociomoral reasoning has a basis both in Peel classroom practice and in the research literature. Role playing of sociomoral reasoning tasks is a major strategy used by teachers to implement VIP in Peel classrooms. Discussing and acting out hypothetical interpersonal conflict situations are important ways to help students develop moral judgment and can result in higher-level sociomoral problem solving (e.g., Berkowitz, 1985; Blatt & Kohlberg, 1975; Freeman & Giebink, 1979; Lapsley & Quintana, 1985; Selman, et al., 1986; Walker, 1984). The paper-and-pencil dilemmas used in this study were designed to approximate the role-playing approach.

In the present study, students' responses to the dilemmas were analyzed both qualitatively and quantitatively, taking into account the action of the main characters as well as the final outcome. This approach provides a holistic picture of students' sociomoral reasoning. The importance of this type of approach in evaluating moral education programs has been noted in the literature (e.g., Lockwood, 1980).

The issue of gender differences in children's sociomoral reasoning has been examined extensively in the literature. No definitive gender trends have been reported: researchers generally concur that males and females are very similar in the development of sociomoral reasoning (Brabeck, 1983; Keasey, 1972; Walker, 1984, 1986). A few studies have reported gender differences, however, with females tending to show more mature development (Brabeck, 1983; Selman, et al., 1986; Walker, 1984). Such trends may reflect differential socialization practices for males and females (Brabeck, 1983; Brion-Meisels & Selman, 1985).

The outcomes of studies exploring gender differences in sociomoral reasoning are also affected by the gender of the main characters used in the social reasoning tasks (Brabeck, 1983; Orchowsky & Jenkins, 1979). Both males and females obtain higher sociomoral reasoning scores when responding to stories involving same-sex protagonists (Colangelo & Dettman, 1985; Freeman & Giebink, 1979). The gender of the experimenter has also been cited as a confounding variable (Selman, et al., 1986).

The present study will examine whether students' gender has any effect on how they respond to the hypothetical interpersonal dilemmas. The gender-of-experimenter issue does not arise, since sociomoral reasoning was assessed by a paper-and-pencil task. The problem of gender of story characters was addressed by using androgynous names in the scenarios.

- Perceptions and Attitudes (Survey Data): A comprehensive overview of impact should also include data on people's perceptions of, and attitudes toward, the program. This type of information should be gathered from a number of groups, such as students, teachers, and school administrators.*

  Survey data from students can inform us about which parts of the program were the most meaningful to them, what they liked or disliked about the program, and how they use what they learned in their everyday lives. Teachers' and school administrators' responses can be used to make inferences about program implementation, to identify possible areas for modification, and to decide on relevant areas for inservice.

• RESEARCH QUESTIONS

- Sociomoral Reasoning Tasks: The most adequate research design for demonstrating the impact of VIP on sociomoral reasoning would have involved a control group -- that is, a group of students similar to those receiving VIP, who did not receive the program, but who did complete the sociomoral reasoning tasks.

  Blatt and Kohlberg (1975) conducted a study using this design. Students were tested initially to determine their levels of sociomoral reasoning. Then one group (experimental group) were exposed to discussions of social dilemmas in which the teacher supported and extended the higher levels of sociomoral reasoning. The other group (control group) were given no special program. At the end of the term, both groups were re-tested. Students in the experimental classes showed raised levels of sociomoral reasoning, while students in the control classes showed essentially no changes. These results allowed the researchers to conclude that the program was instrumental in raising reasoning levels, not just the fact that students were six months older.

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* Parents were also surveyed as part of this study. Parent data on police visits to VIP classrooms is discussed in Section 9; overall parent perceptions of the VIP program are covered in Section 10.

Because VIP is mandated in Peel for all grade 6's, such a control group design is not possible. This means that, if an increase in sociomoral reasoning is noted, we cannot be absolutely sure that the program was responsible. Would students have made gains regardless of VIP, just by virtue of getting older? Although we cannot answer this question definitively without a control group, we have assumed that major changes in sociomoral reasoning are unlikely to occur over a three-month period (the time scheduled for VIP program delivery). There is some support in the literature for this assumption (Beyer, 1976; Blatt & Kohlberg, 1975; Colby & Kohlberg, 1984).

Table 8.1 shows the overview of the research design used to assess sociomoral reasoning in this study.

The research questions to be addressed with respect to sociomoral reasoning are:

- **Do grade 6 students show an increase in sociomoral reasoning levels after receiving the VIP program? If so, is this increase maintained until the end of the school year?**

- **Do grade 6 students show any basic gender differences in sociomoral reasoning? Does the VIP program have a differential impact on males and females?**

- Perceptions and Attitudes (Survey Data): End-of-year surveys were administered to a sample of grade 6 and 7 students, to grade 6 teachers, and to school administrators. The research questions to be addressed are:

  - **How do grade 6 and 7 students perceive VIP in terms of which parts of the program they found to be most meaningful, what they liked or disliked about the program, and how VIP had impacted on their everyday lives?**

  - **How do grade 6 teachers perceive VIP in terms of relevance for students, content, and resources provided? What improvements do they suggest?**

  - **How do school administrators perceive VIP in terms of impact on students, resources and inservice provided, and teacher comfort with VIP topics? What improvements do they suggest?**

• INSTRUMENTS AND SAMPLE

- Sociomoral Reasoning Tasks: **Table 8.1** gives an overview of the sociomoral reasoning tasks (interpersonal dilemmas) used in this part of the study. Copies of these instruments are found in **Appendices E, F, and G.**

  As noted earlier, it was decided to design a paper-and-pencil sociomoral reasoning task that would approximate the type of issues which students

regularly role-play in the VIP program. These tasks took the form of two different types of interpersonal dilemmas.* One type involved peer conflict, and the other type dealt with situations where vandalism might occur. Six different dilemmas were developed, three of each type. Each dilemma involved two children who were either involved in interpersonal conflict or planning an act of vandalism; a third child was also present as an onlooker ("the other person").

The dilemmas were designed to reflect a number of VIP topics. The peer conflict stories dealt with VIP issues like Belittling, Friends and Friendships, Peer Pressure, Creating Impressions, and Being Truthful. The vandalism scenarios tended to incorporate topics like Vandalism and Destructive Behaviour, Peer Pressure, Authority Figures, Youth and the Law, and Decision Making.

For each dilemma, students were asked to read the short scenarios and then answer these three open-ended questions:

1. "In a few words, tell what this story is about."
2. "What would you do or say if you were _____ (the other person)?"
3. "Tell what you think will happen next."

In order to avoid having students' responses affected by the gender of the protagonists, androgynous names were used in each of the stories (Dana, Kerry, Chris, Terry, Robin, Dale, Sandy, Pat). Three of these eight names were randomly assigned to each dilemma.

A few grade 6 teachers were asked to show early drafts of the dilemmas to their students in order to ascertain that the scenarios described situations meaningful to grade 6 children; some changes were made on the basis of students' suggestions.

The six dilemmas were organized into three sets, each containing one peer conflict and one vandalism scenario. One set was intended for assessing students' sociomoral reasoning just before receiving VIP, one set was to be used just after the conclusion of VIP, and one set was intended for looking at sociomoral reasoning three months later, at the end of the school year. The final drafts of the scenarios were pilot tested in six grade 6 classes, as shown in **Table 8.2**. The final sets of dilemmas were ready for administration in January, 1990.

Nine grade 6 classes were randomly selected to respond to the three sets of dilemmas. In order to draw conclusions about the impact of VIP on sociomoral reasoning, it was necessary to "track" each student's responses across the three administrations of the dilemmas (see **Table 8.1**).

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* Dilemmas are simple, straightforward stories that present characters in problematic situations which may have a number of different resolutions, and which involve a variety of sociomoral issues (Beyer, 1976).

The tracking was done in a way that allowed student anonymity to be maintained. Class lists were obtained for the nine selected classes, and each student was assigned a code number. For each of the three administrations, the classroom teacher was sent the class list with assigned code numbers and a package of blank questionnaires onto which the code numbers had been copied. The teacher was asked to use the class list to distribute each coded questionnaire to the appropriate student.

About 220 students completed some combination of dilemmas A, B, or C. Matching students' code numbers across the three administrations indicated that 133 of these students completed all three sets of dilemmas. Analyses of sociomoral reasoning reported here were based on these 133 students.

- Perceptions and Attitudes (Survey Data): In June 1990, summative surveys were completed by a variety of respondents -- a sample of grade 6 and 7 students, grade 6 teachers, and school administrators with grade 6's in their schools. The surveys were designed to elicit perceptions of and attitudes toward various dimensions of the VIP program. Since samples of both grade 6 and 7 students completed the survey, we can examine student perceptions of VIP three months (grade 6's) and one year (grade 7s) after program completion.

  The student surveys asked respondents which VIP topics were most important to them, what they liked and didn't like about VIP activities, their overall attitudes toward the police, and the impact of VIP on friendships, peer pressure, self-esteem, and relationships with significant others. Students whose classes had been visited by the police were asked to comment on the value of those visits.*

  The survey for grade 6 teachers asked them to rate their comfort level with VIP, the adequacy of available support and resources for VIP, the relevance of VIP topics for students, the "best things" about the program, and how the program could be improved. Teachers who had police visits were also asked to rate the police presentations along a number of dimensions.*

  Questions in the school administrator survey covered the perceived impact of VIP in a number of areas, VIP-related resources and inservice available to teachers, teachers' comfort level with VIP topics, the "best things" about VIP, and how the program could be improved. Respondents who had a police officer visit classes in their schools were asked to comment on these visits.*

  Details on the student, teacher, and school administrator samples are presented in **Table 8.3**.

  Copies of the surveys are included in **Appendices H-K**.

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* Respondents' reactions to/comments about the police visits are presented in Section 9 of this report.

- **RESPONSE RATES**

Table 8.3 shows the total returns and response rates for all groups surveyed. As explained in **Table 8.3**, response rates were not calculated for the student samples. Class size was estimated at a maximum of 30 for each sampled class, and that number of surveys was sent to each class. The surveys were completed by all students who were present on the day of administration.

The response rate for teachers is low (30%). This means that we cannot be strongly confident that teacher findings really represent the opinions of the total group. The somewhat higher response rate for school administrators (44%) means that the results are more likely to be representative of their group.

- **FINDINGS: SOCIOMORAL REASONING TASKS**

- "In a few words, tell what this story is about": Responses to the First Question Asked About the Dilemmas: It was expected that responses to question 1 would indicate awareness of an interpersonal dilemma and would include words or phrases reflecting relevant VIP concepts. This prediction was confirmed. Virtually all of the grade 6 students sampled recognized that a dilemma had been posed. In addition, almost all of them used words and phrases reflecting relevant VIP concepts (e.g., "friends and friendships," "belittling," "peer pressure," "authority figures," "vandalism," etc.).

- "What would you do or say if you were the other person?" Responses to the Second Question Asked About the Dilemmas: Each of the scenarios included a third peer who was not initially involved in the dilemma. Would students perceive a role for this peer "onlooker" in resolving the dilemma? Based on Selman's research, it was predicted that a high-level sociomoral response would indicate that the onlooker was taking some responsibility for resolving the situation by collaborating, negotiating, proposing alternate solutions/actions, or mentioning negative consequences for the "victim."

  Categories for scoring the "onlooker action" responses were developed, based on the work of Selman and his associates (Brion-Meisels & Selman, 1985; Selman et al., 1986). These categories, which reflect five levels of onlooker action, are described below. (The same categories were used to code "onlooker" responses for both the peer conflict and the vandalism dilemmas.)

  Level 1 (Lowest) — No action. The onlooker takes no action at all, or else agrees with the negative remark/action.

  Level 2 — Avoidance of situation. The onlooker leaves the situation, or calls on an adult to intervene.

Level 3 — Unilateral directive with no explanation. The onlooker tells the others to stop, gives orders, etc., or places blame for the negative remark/action.

Level 4 — Unilateral directive with explanation or alternate solution/action. The onlooker tells the others to stop, gives orders, etc., but also explains the directive and/or proposes an alternative solution/action.

Level 5 (Highest) — Same as Level 4, but with recognition of consequences for the "victim." In his/her discussions with the other two story characters, the onlooker makes reference to how the "victim" might feel or be harmed as a result of the negative remark/action.

Table 8.4 presents the percentage of males (n=59), females (n=74), and the total group (n=133) responding at each level. Results are given for both sets of dilemmas administered at three different times -- pre-VIP, post-VIP, and three months later.

Peer conflict dilemmas ("onlooker" responses) -- With respect to the peer conflict dilemmas, at Time 1 students' "onlooker" responses tend to cluster at Level 3 (55%) -- i.e., responses in which the onlooker tells the others what to do or how to act but does not explain why. Only 20% of the students give Level 4 responses (in which the onlooker gives unilateral directives but also explains his/her reasons).

This pattern shifts at Time 2 (just after VIP) and is maintained through Time 3: Level 3 responses drop significantly* (from 55% to 41%), and Level 4 responses show a significant increase (from 20% to 36%). In other words, after VIP there is a shift toward more collaboration between the onlooker and the other characters. **Figure 8.A** graphs the high-level "onlooker" responses (Levels 4 and 5, combined) for the three administrations of the peer conflict dilemmas. The figure clearly illustrates the significant increase of high-level "onlooker" responses from just before to just after VIP.

Level 1 responses (the lowest level) show some decrease from Time 1 (20%) to Time 2 (13%), and this lower percentage is maintained through Time 3 (12%). Level 5 responses (the highest level) show a slight increase from just before VIP (2%) to just after (7%), and this level is maintained through Time 3 (8%). It is interesting that very few students (2%-4%) postulate a Level 2 onlooker strategy (leaves/avoids dealing with the situation) for the peer conflict dilemmas.

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* "Significance" means that a statistical test was carried out to determine whether differences between response trends for one and three visits could have happened just by chance. When a difference is described as statistically significant, this means that it is extremely unlikely to have occurred by chance -- five times in 100 or less.

For each dilemma, means were computed across the five levels of response. The means for peer conflict "action of onlooker" responses are shown in **Figure 8.B**, for Time 1 (2.8), Time 2 (3.2), and Time 3 (3.3). An analysis using a repeated measures design* was carried out to see if there were any differences over time among the students who completed all three sets of dilemmas (n=133). A significant pattern does emerge; students' "onlooker" responses show significant growth from just before to just after VIP, and these gains are maintained through the next three months.

Table 8.4 also shows gender patterns for "onlooker" responses to the peer conflict dilemmas. In general, after VIP, females are more likely than males to give the onlooker a collaborative role. At Time 1 roughly half of both gender groups are giving Level 3 responses. At Time 2, just after VIP, females show a significant drop in Level 3 responses and a corresponding increase in Level 4 responses; this pattern is maintained through Time 3. Males show almost no change in the level of "onlooker" responses through the three administrations of the dilemmas.

Vandalism dilemmas ("onlooker" responses) -- Students' "onlooker" responses to the vandalism dilemmas (see **Table 8.4**) show a tendency to cluster at Levels 2, 3, and 4 for all three administrations; there are virtually no Level 5 "onlooker" responses for the vandalism dilemmas.

Level 4 responses for the total student sample (i.e., the onlooker gives a unilateral directive with no explanation) show a slight but non-significant increase from Time 1 (28%) to Time 2 (34%), but then a decrease at Time 3 (26%). **Figure 8.A** graphs these high-level "onlooker" responses across the three administrations of the dilemmas, illustrating the slight gain from Time 1 to 2, and the drop-off at Time 3.

Level 2 responses (in which the onlooker leaves/avoids dealing with the situation) are much more prevalent in the vandalism dilemmas (22%-34%) than in the scenarios involving peer conflict (2%-4%).

The means for "action of onlooker" responses to the vandalism dilemmas are graphed in **Figure 8.B** for Time 1 (2.7), Time 2 (2.8), and Time 3 (2.7). These means indicate that across the three administrations of the vandalism dilemmas there is virtually no change in the level of "onlooker" responses.

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* Repeated measures analysis of variance was the statistical procedure used. This procedure simultaneously compares three or more sets of measures on the same individuals under different conditions. It allows us to answer the question: Is there an overall indication that the varying conditions produce differences in these individuals' performance or scores? In this study, we are interested in the same students' responses to the interpersonal dilemmas under three different conditions: before receiving VIP, immediately after, and three months later.

With respect to gender differences in "onlooker" responses to the vandalism dilemmas, **Table 8.4** indicates a tendency for more males than females to give Level 1 responses across all three administrations; these are the lowest level responses, in which the onlooker is seen as making no attempt to prevent the planned vandalism. Although Level 4 responses for males increase from Time 1 to Time 2, by Time 3 they have fallen off to their Time 1 magnitude. Females' Level 4 responses do not change from Time 1 to time 2, but show a slight decrease at Time 3.

- "Tell what you think will happen next": Responses to the Third Question Asked About the Dilemmas: Students were asked to write an outcome for each of the dilemmas. Based on Selman's research, it was predicted that a high-level sociomoral "outcome" response would reflect mutual collaboration or negotiation among the characters.

Somewhat different sets of categories were developed for scoring the peer conflict and the vandalism "outcome" responses. However, both sets of scoring categories were based on the work of Selman and his associates (Brion-Meisels & Selman, 1985; Selman et al., 1986).

Peer conflict dilemmas ("outcome" responses) -- The categories developed for scoring "outcome" responses for the peer conflict dilemmas are presented below. These categories reflect five "outcome" levels.

Level 1 (Lowest) — No resolution. There is no communication among the characters; sometimes the dilemma is re-stated. The characters remain in conflict. Level 1 responses may describe impulsive or acting-out behaviour, conflict, crying, expressions of hostile affect, an indication that the friendship is permanently damaged or terminated.

Level 2 — Avoidance of situation. The outcome indicates no attempt to resolve the dilemma meaningfully. One or more of the characters may leave the situation, ignore the dilemma, forget about it, or seek an adult to intervene.

Level 3 — Unilateral directives/actions. The outcome involves one-way communication or actions. These responses may specify unilateral commands, threats, obedience to the demands or expectations of others, retorts or retaliation, a realization of the nature of the dilemma with no communication of this insight to the other characters.

Level 4 — Implicit negotiation/collaboration. Level 4 outcomes imply that verbal exchanges have occurred, without describing or specifying mutual problem solving. These responses include indications that the characters have fought and made up, or that apologies have been offered.

Level 5 (Highest) — Explicit negotiation. These outcomes specify/describe real collaboration among the characters. There is an indication that productive problem-solving has occurred and that the aggressor has accepted responsibility for his/her actions. The onlooker may take an active role as a negotiator or facilitator in these interactions.

Table 8.5 presents the percentage of males (n=59), females (n=74), and the total group (n=133) responding at each scoring level. Results are given for both sets of dilemmas administered at three different times -- pre-VIP, post-VIP, and three months later.

With respect to the peer conflict dilemmas, before VIP (Time 1), students' "outcome" responses tend to cluster at Level 1, the lowest level (35%). However, 22% of the students are also generating Level 4 responses -- i.e., responses implying collaboration among the characters.

Just after VIP (Time 2), we see a drop in Level 1 responses (from 35% to 23%) and a corresponding increase in Level 2 responses (from 18% to 29%). These changes approach, but do not reach, significance. The higher level responses (Level 4 and 5) show no real change from Time 1 to Time 2. From Time 2 to Time 3, there is some further movement toward higher-level responses, with Level 4 responses increasing from 23% to 34%. It should be noted, however, that about one-quarter of the students remain at Level 1 across the three administrations of the dilemmas.

Figure 8.C graphs the high-level "outcome" responses (Levels 4 and 5, combined) for the three administrations of the dilemmas. The overall trend toward an increase in high-level responses is illustrated.

Graphs of the means for the "outcome" responses, computed across the five categories, are presented in **Figure 8.B** for Time 1 (2.5), Time 2 (2.6), and Time 3 (2.7). Although there is a very slight increase in means across the three administrations of the peer conflict dilemmas, repeated measures analysis shows that this overall trend is not significant.

Table 8.5 shows gender patterns for "outcome" responses to the peer conflict dilemmas. A gender trend emerges across the three administrations of the dilemmas with respect to Level 4 responses. Initially (Time 1), females are more likely than males to give these higher-level responses. This male-female discrepancy is maintained through Time 2, although the difference becomes less marked. At Time 3, both genders show an increase in Level 4 responses; however, the significant increase in Level 4 responses for males (from 19% to 36%) actually reverses the discrepancy, giving males a slight advantage in Level 4 responses.

Vandalism dilemmas ("outcome" responses) -- Five levels of "outcomes" were specified for scoring students' responses to the vandalism dilemmas. These scoring categories are described below.

Level 1 (Lowest) — Vandalism occurs, with no consequences noted. The characters vandalize, but no consequences follow the act.

Level 2 — Vandalism occurs, with consequences indicated. Although the characters vandalize, there is an indication that they are caught and punished.

Level 3 — Avoidance of situation. The outcome indicates no attempt to resolve the dilemma meaningfully. One or more of the characters may leave the situation, ignore the dilemma, or seek an adult to intervene.

Level 4 — Implicit negotiation/collaboration. Level 4 outcomes imply that verbal exchanges have occurred, without describing or specifying mutual problem solving. These responses include indications that two or all three of the characters have decided not tc vandalize.

Level 5 (Highest) — Negotiated decision not to vandalize. These outcomes specify/describe real collaboration among the characters. There is an indication that productive problem-solving has occurred and has resulted in the decision not to vandalize. The onlooker may take an active role as a negotiator or facilitator in these interactions. There also may be an indication that one or more of the characters realizes the consequences of the vandalism for the "victim."

"Outcome" responses for the vandalism dilemmas are summarized in **Table 8.5**. Students' responses tend to cluster at Level 2 (40%-43%) for all three administrations of the dilemmas -- i.e., students tend to postulate a story outcome in which the proposed vandalism does occur, with the perpetrators being caught and punished.

Although, as explained earlier, a fairly high proportion of the students see "avoidance of the situation" as a viable action for the onlooker when confronted by the proposed vandalism (24%-30%), they do not propose this option as an outcome to the dilemmas (7%-11%).

The higher-level "outcome" responses show a somewhat inconsistent picture. Level 4 responses (implicit negotiation/collaboration) tend to drop off from Time 1 to Time 2 (20% to 10%), with a corresponding increase in Level 5 responses (negotiated decision not to vandalize: 9% to 21%). At Time 3, this trend is reversed -- Level 5 responses decrease to 14%, and Level 4 responses rise to 21%.

When Level 4 and 5 "outcome" responses are combined (see **Figure 8.C**), these inconsistencies disappear; we see a slight increase in higher-level responses from Time 1 to Time 3. This trend is not statistically significant, however.

The mean "outcome" response levels for the vandalism dilemmas are shown in **Figure 8.B**, for Time 1 (1.5), Time 2 (1.7), and Time 3 (1.7). Repeated measures analysis indicates no significant differences among these means. In other words, students show about the same average level of "outcome" responses before VIP, just after VIP, and three months later.

Table 8.5 includes the proportions of males and females generating various levels of "outcome" responses across the three administrations of the vandalism dilemmas. At all three times, females are more likely than males to give the highest level responses (Level 5), while males are more likely than females to give Level 4 responses.

• FINDINGS: PERCEPTIONS AND ATTITUDES (SURVEY DATA)

This part of Section 8 presents VIP program-related data from the summative surveys administered to students, teachers, and school administrators in June, 1990 (see **Appendices H-K**).

- Student Data -- Most Important VIP Topics (see **Table 8.6**): Students were asked to rank the three VIP topics that were most important to them personally. This information was gathered from both grade 6's and grade 7's (who had received VIP a year earlier). The percents of students selecting each topic among their top three choices were then ranked.

  The percents and rankings of priorities are almost identical for both groups of students. Their top priority (67% of grade 6's and 70% of grade 7's) is the topic "Dangers of Drugs," followed by "Peer Pressure" (47% and 51%, respectively), and "Friends and Friendships" (45% and 42%, respectively).

  Only two VIP topics are perceived differently by grade 6 and 7 students. "Being truthful" is seen as much more important to grade 6's than to grade 7's, while "Vandalism/Destructive Behaviour" has a higher priority among grade 7's than 6's.

- Student Data -- VIP Activities that Students Enjoyed, and Why (see **Tables 8.7 and 8.8**): Grade 6 and 7 responses to this open-ended question are very similar. Both groups of students most often comment that they enjoyed learning about the dangers of drugs (23% and 19%, respectively) and participating in drama activities as part of VIP (20% and 21%, respectively).

  Grade 6 and 7 students make very similar comments when asked why they enjoyed these activities. They most frequently refer to the fact that these VIP activities helped them learn some relevant things (42% and 38%, respectively), were fun and interesting to do (33% and 30%, respectively), and provided opportunities to learn in an active way (17% and 28%, respectively).

- Student Data -- VIP Activities that Students Did Not Enjoy, and Why (see **Tables 8.9 and 8.10**): No strong trends emerge on this question for either grade 6's or 7's. Grade 6's are most likely to indicate that they did not like group discussions/group work (13%), the videos/movies (12%), or the drama activities (11%).

  Some grade 7's say that they did not enjoy learning about "the dangers of drugs" (17%) or about "being truthful" (11%); they also tend to say that they did not like group discussions/group work (11%), or the drama activities (11%).

  When asked why they did not enjoy these activities, about half of both the grade 6's (49%) and grade 7's (53%) say they found them boring.

- Student Data -- Important Things Learned From VIP (see **Table 8.11**): Students were asked to write up to three important things they had learned from VIP. Findings for grade 6's and 7's are very similar: both groups most often give responses relating to the "dangers of drugs" (32% and 36%, respectively). Responses relating to "peer pressure" (14% and 15%, respectively), "friends and friendships" (10% and 9%, respectively), and "shoplifting/stealing" (9% and 8%, respectively) are mentioned next most frequently.

- Student Data -- Perceived Impact of VIP on What Students and Their Friends Do (see **Table 8.12**): Students were asked whether VIP had helped them and their friends think about the outcomes of what they did. For both grade 6 and 7 students, the greatest impact of VIP on outcomes is in the area of smoking/drugs/alcohol; 32% of the grade 6's and 48% of the grade 7's indicate that VIP has made them more aware of the dangers of these substances and has often helped them say "no" to using them.

  Students also comment that the VIP topic on decision-making helped them consider various outcomes when deciding on a course of action (grade 6's, 16%; grade 7's, 21%). The third most frequent area of impact mentioned by grade 6 and 7 students is in dealing with their friends (12% and 10%, respectively).

- Student Data -- Perceived Impact of VIP on Dealing with Peer Pressure (see **Table 8.13**): Grade 6 and 7 students commented on how VIP helped them deal with pressures from their friends. Two areas are mentioned most often by both groups of students. They note that VIP has helped them to resolve peer pressure in the area of smoking/drugs/alcohol (38% and 29%, respectively), and to deal more effectively with peers who pressure them (31% and 45%, respectively).

- Student Data -- Perceived Impact of VIP on Developing Positive Self-Image (see **Table 8.14**): A final open-ended question asked students whether VIP had helped them develop good feelings about themselves. Half of the grade 6 and half of the grade 7 sample comment that VIP has helped enhance their feelings of confidence and pride in what they do.

  Grade 7's also mention that VIP has helped them feel better about themselves by teaching them more about drugs, smoking, and alcohol and how to say "no" to these substances (28%); 15% of the grade 6's respond in this way.

- Student Data -- Perceived Impact of VIP on Interactions with Various "Significant Others" (see **Table 8.15**): Students were asked to indicate whether VIP had changed how well they got along with friends, parents, siblings, teachers, other adults, and the police. About two-thirds of grade 6 and 7 students indicate that VIP has not impacted on their relationships with these "significant others;" however, about 30% of both groups of students do report that VIP has "made things better." A very small percentage of grade 6's (3%) and 7's (5%) say that VIP impacted negatively on these interactions.

- Teacher Data -- Perceptions of Various Aspects of VIP (see **Table 8.16**): All the responding grade 6 teachers feel that the VIP topics are "very" or "somewhat" relevant for grade 6 students. In addition, almost all the teachers (96%) say that they like teaching the VIP topics.

  Although a majority of the teachers feel that they are given sufficient direction for VIP program delivery (89%) and sufficient resources for VIP (78%), some teachers feel that direction (10%) and resources (15%) are lacking.

- Teacher Data -- Direction and Resources Provided for VIP Program Delivery (see **Table 8.17**): Grade 6 teachers were asked for their comments on the direction and resources provided for VIP program delivery. Almost half of the teachers (46%) have concerns about material resources for program delivery. Another 29% make positive comments about human resources used in program delivery. Teachers generally feel that VIP inservice is valuable, but that more workshops would be helpful (14%).

- Teacher Data -- The Best Things About VIP (see **Table 8.18**): Grade 6 teachers most often mention two areas which they consider among the best things about VIP. They stress that the active nature of the VIP program is excellent, providing students with opportunities to role-play and to participate in activities that replicate real-life situations (29%). They also emphasize the relevance of the VIP topics for grade 6 students (20%).

  Some teachers also mention that the program encourages discussion and gives students opportunities to share their experiences (14%). As well, they cite the involvement of the police as an important part of VIP (12%).

- Teacher Data -- How VIP Could be Improved (see **Table 8.19**): Teachers most often mention three areas for program improvement. About one-third (36%) feel that the material resources for VIP should be increased/updated. Another 29% feel that more human resources are needed, especially in terms of police visits. About one-quarter of the teachers (23%) would like to have more detail provided in terms of VIP content and activities.

- School Administrator Data -- Perceptions of Various Aspects of VIP (see **Table 8.20**): A sizeable majority of the school administrators feel that VIP does make a difference to students in terms of what they learn about drugs and alcohol (91%), vandalism (95%), peer pressure (95%), and relations with authority figures (84%).

- School Administrator Data -- Perceptions of Support for Staff in Teaching VIP (see **Table 8.21**): School administrators generally feel that their teachers have sufficient support for VIP in terms of human resources (62%), inservice (82%), and material resources (75%). However, about one-third (38%) feel that human resources are not sufficient, and 18% have the same perception regarding material resources; 14% would like to see teacher inservice extended.

- School Administrator Data -- Perceptions of Teacher Comfort with VIP Topics (see **Table 8.22**): Almost all the school administrators (96%) feel that their grade 6 teachers are comfortable with the VIP topics.

- School Administrator Data -- The Best Things About VIP (see **Table 8.23**): School administrators are most likely to comment positively on aspects of the program itself (31%) -- such things as the form and content of the units, the suggested activities, and the importance of the topics. They also stress the positive impact on students of the human resources associated with the program, such as the police and other guest speakers (22%).

  The school administrators mention that VIP provides a forum for the discussion of salient issues (17%) and emphasizes the development of important values (17%). They, like the grade 6 teachers, also comment on how appropriate VIP is for grade 6 students (13%).

- School Administrator Data -- How VIP Could be Improved (see **Table 8.24**): School administrators most often mention the shortage of human resources needed to support VIP (43%). They also feel that inservice should be updated and should be provided to school administrators as well as to teachers (21%).

  School administrators express some concerns about material resources for VIP (15%), about resourcing the program in general (12%), and about organizing the program within the school (10%).

• OVERVIEW OF SECTION 8

This part of Section 8 presents an overview of data gathered to assess VIP program delivery and its impact on grade 6 students.

The overview is presented for two types of data discussed in Section 8:

(a) Students' written responses to a series of sociomoral reasoning tasks (interpersonal dilemmas), and

(b) Students', teachers', and school administrators' perceptions of and attitudes toward the VIP program, obtained through surveys.

1. Overview of Sociomoral Reasoning Tasks.

- Type of Task: Students responded to two types of interpersonal dilemmas, one type dealing basically with peer conflict and the other with vandalism. These two types of dilemmas were administered at three different times: pre-VIP, just after VIP, and three months later. For each dilemma, students were asked to describe how a peer "onlooker" would respond and what the outcome of the dilemma would be.

It was hypothesized that VIP impact would be reflected in higher-level sociomoral responses from pre- to post-VIP, and that these gains would be maintained over the next three months. Higher-level responses were those indicating movement toward mutual problem-solving, collaboration, and interpersonal negotiation.

- Peer Conflict Dilemmas: Across all three administrations of the peer conflict dilemmas, students' responses tend to cluster at Levels 3 and 4 of the 5-level scoring scheme.

  From just before to just after VIP, students show a significant increase in their tendency to ascribe a collaborative role to the peer "onlooker." This gain is maintained through the next three months. In general, after VIP, females are more likely than males to see the onlooker taking a collaborative role.

  Gains in sociomoral reasoning are less obvious in terms of the solutions or outcomes that students pose to the peer conflict dilemmas. Over the three administrations of the dilemmas, responses tend generally to cluster at Levels 1 and 4 of the 5-level scoring scheme.

  From pre- to post-VIP, there is some movement away from the lowest level responses, but no change in higher-level reasoning. Although some increase in higher-level responses is seen three months after VIP, this trend is not statistically significant.

  In terms of outcomes, females are more likely than males to give high-level responses in the pre- and post-test. However, three months after VIP, males show a marked increase in higher-level responses and, in fact, slightly exceed the female response level.

- Vandalism Dilemmas: Students' perceptions of the role of the onlooker are fairly evenly spread across Levels 2, 3, and 4 of the 5-level scoring scheme, and show little change across the three administrations of the dilemmas. In general, males are more likely than females to give the lowest level "onlooker" responses, in which the onlooker is represented as making no attempt to prevent the proposed vandalism.

  In terms of the outcomes to the vandalism scenarios, students tend to respond at a fairly low level across all three administrations. They tend to postulate a story outcome involving no collaboration, in which the proposed vandalism is carried out and the perpetrators are caught and punished. There is a very slight tendency for higher-level responses to increase by Time 3 (three months after VIP), but this trend is not statistically significant.

  Gender differences in "outcome" responses to the vandalism dilemmas are seen only at the higher levels of reasoning: at all three times, females are more likely than males to give the highest level responses, while males predominate at the next lower level.

- Trends Across Both Types of Dilemmas: In general, grade 6 students seem to deal more effectively (i.e., give higher-level responses) with dilemmas involving peer conflict than vandalism. In the vandalism scenarios, we see less movement toward higher-level responses, less overall collaborative problem solving, and a greater tendency for students to postulate leaving the situation or avoiding responsibility for dealing with it.

  Also, across both types of dilemmas, females tend to demonstrate somewhat higher levels of sociomoral reasoning, especially for the peer conflict dilemmas. This is consistent with the literature (e.g., Brabeck, 1983; Selman, et al., 1986; Walker, 1984).

- Evidence of VIP Impact: Lockwood (1980) cautions evaluators of moral development programs not to assume that lack of statistical significance necessarily means that a program lacks educational significance. He emphasizes that developmental measures (e.g., assessing changes in sociomoral reasoning) may be imprecise and may not encompass all the dimensions of students' reasoning. Although such measures can give us an idea of movement toward long-range goals, they do not account for large individual differences that may occur among students at any developmental level. Lockwood advises using developmental measures as only one criterion of program success, and stresses the importance of gathering qualitative information on program impact as well -- an approach followed in the present study.

  Our measure of sociomoral reasoning does not, in fact, show consistent or strong evidence of VIP impact. Data in support of VIP impact is more demonstrable with the peer conflict than with the vandalism scenarios -- i.e., evidence of growth in sociomoral reasoning is more apparent in how students attempt to resolve peer conflict scenarios than those involving vandalism.* Evidence of VIP impact is especially strong with respect to the onlooker's actions in resolving the peer conflict.

  After taking VIP, females show especially strong gains in perceiving a collaborative role for the onlooker in the peer conflict dilemmas; males are more likely to show post-VIP increases with respect to higher-level "outcome" responses to the peer conflict dilemmas.

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* Perhaps some explanation of the differences between the two types of scenarios can be found in the work of Selman et al. (1986). These researchers have shown that higher-level performance is more likely to be found in peer-related than in adult-related contexts. In the present study, the peer conflict dilemmas involved all same-age protagonists, while the vandalism dilemmas, postulated adult "victims."

Another possibility is suggested by student survey data in the present study, which shows that VIP topics involving peers and friends are perceived as more important and relevant than topics related to vandalism. Perhaps dilemmas reflecting peer-related VIP topics are more likely than vandalism dilemmas to reflect concepts learned in the program.

2. Overview of Perceptions and Attitudes (Survey Data).

- Student Data: Because both grade 6's and 7's were surveyed, we can compare students' perceptions of VIP soon after they have completed the program, and also one year later. The student data shows evidence of positive and long-term impact of VIP. The striking similarity in the grade 6 and 7 data implies that the positive attitudes toward VIP are maintained through grade 7.

  The impact of VIP on students' attitudes toward the dangers of drugs/smoking/alcohol is a prevalent theme in the survey data; it emerges as a major element even a year after VIP, in the grade 7 data. Both grade 6's and 7's report that the VIP topic most important to them personally and most meaningful in terms of what they learned involved the dangers and consequences of drugs/smoking/alcohol. They feel that VIP's greatest impact on what they and their friends do lies in making them more aware of the dangers associated with these substances and in helping them resist pressures to use them. They also report feelings of pride in being able to think for themselves and to say "no" to drugs/smoking/alcohol. (These feelings are reinforced through grade 7 and 8 by Peel's "Not So Tough to Say No" drug education program.)

  "Peer pressure" and "friends and friendships" are two other VIP topics which students frequently mention as important to them personally and as areas where they feel the program has given them some important insights. Again, the responses of grade 6's and 7's are very similar. Both groups of students note that VIP has affected their relationships by making them more able to resist pressures to do things they consider wrong or inappropriate, and by helping them deal more effectively with friends who pressure them.

  Grade 6 and 7 students respond positively to the overall content of the VIP program. They say that they enjoyed learning about the VIP topics (especially "the dangers of drugs") and participating in the role playing and drama activities that are part of the program. They note that the VIP activities gave them the opportunity to learn important material in an enjoyable and active way.

  Both groups of students also agree that VIP has helped them develop good feelings about themselves and has enhanced their feelings of confidence and pride in what they do.

  Although about two-thirds of grade 6 and 7 students feel that VIP has not really changed their relationships with others, most of the remaining students feel that VIP has "made things better" in their interactions with important peers and adults.

- Teacher and School Administrator Data: Data from grade 6 teachers and from school administrators confirms students' positive assessment of VIP.

Teachers feel that the VIP topics are relevant for grade 6 students, and school administrators note that VIP has made a difference to students in terms of what they learn about drugs and alcohol, vandalism, peer pressure, and relations with authority figures. Almost all the teachers say they like teaching the VIP topics, and the perceptions of school administrators confirm this.

Although teachers and school administrators generally agree that resources for VIP program delivery are sufficient, some respondents in both groups express concerns about the lack of human and material resources; they would also like to see an extension of VIP inservice.

Teachers and school administrators mention similar "best things" about the VIP program. They comment on the active nature of the program, and the appropriateness and relevance of the content for grade 6 students. They feel that important benefits of the program are the opportunities it provides for discussion of important issues and for the involvement of police and other guest speakers.

Teachers and school administrators also express similar views about how VIP could be improved. They see a definite need for additional human and material resources and would like to see VIP inservice updated and extended. Teachers also mention the need for more detail and information regarding the VIP topics and associated activities.

SECTION 8

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Table 8.1
Research Design
for Administration of Sociomoral Reasoning Tasks
to Grade 6 Students

TIMELINE	SOCIOMORAL REASONING TASKS (Interpersonal Dilemmas)	SAMPLE
TIME 1 • **PRE-VIP** January, 1990	SET A • **Peer Conflict Dilemma, A1** ("Teacher's Pet") • **Vandalism Dilemma, A2** ("Halloween")	• Administered to 9 randomly selected grade 6 classes.
TIME 2 • **POST-VIP** March, 1990	SET B • **Peer Conflict Dilemma, B1** ("Lunch Room") • **Vandalism Dilemma, B2** ("Winter")	• Administered to the same 9 classes. Each student's responses were "tracked" from TIME 1 to TIME 2.
TIME 3 • **3 MOS.LATER** June, 1990	SET C • **Peer Conflict Dilemma, C1** ("Glasses") • **Vandalism Dilemma, C2** ("Spring")	• Administered to the same 9 classes. Each student's responses were "tracked" from TIME 2 to TIME 3.

Table 8.2
Research Design
for Pilot Test of Sociomoral Reasoning Tasks
in Six Grade 6 Classes

	CLASS	RECEIVED THESE STORIES IN DECEMBER, 1989
These three classes had had VIP before the pilot test (during the period Sept.-Nov. 1989).	1	Set A: 1. "Teacher's Pet" 2. "Halloween"
	2	Set B: 1. "Lunch Room" 2. "Winter"
	3	Set C: 1. "Glasses" 2. "Spring"
These three classes had had no VIP before the pilot test. They were scheduled to receive VIP during the period Jan.-March 1990.*	4	Set A: 1. "Teacher's Pet" 2. "Halloween"
	5	Set B: 1. "Lunch Room" 2. "Winter"
	6	Set C: 1. "Glasses" 2. "Spring"

*These three classes were not included in the "pool" from which the final sample was drawn.

Table 8.3
Respondents Completing Interpersonal Dilemmas
and Summative Surveys

Respondents	Number Sent n	Total Returned n	Response Rate %
• **INTERPERSONAL DILEMMAS**			
·Grade 6 students	9 classes*	133**	--*
• **SUMMATIVE SURVEYS**			
·Grade 6 students	16 classes*	415	--*
·Grade 7 students	6 classes*	138	--*
·Grade 6 teachers	250	74	30%
·School Administrators	120	55	44%

*"Number sent" and "response rate" are not indicated for the student samples; 30 surveys were sent to each of the randomly selected classes, and whatever students were present on the day of administration completed them.

** About 220 students completed some combination of dilemmas A, B, or C. Tracking indicated that 133 of these students completed all three sets of dilemmas. Analyses were based on these 133 students (59 males, 74 females).

Table 8.4
Sociomoral Reasoning Tasks, Peer Conflict and Vandalism Dilemmas.
ACTION OF ONLOOKER ("What would you do if you were _(onlooker)_?")
Results for Males (n=59), Females (n=74), and the Total Sample (n=133)

		Peer Conflict Dilemmas: Level of Onlooker's Action*					Vandalism Dilemmas: Level of Onlooker's Action*				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
TIME 1 (Pre-VIP)	Male	24%	2%	52%	19%	3%	22%	27%	30%	20%	-
	Female	16%	5%	57%	22%	-	14%	22%	31%	34%	-
	TOTAL	**20%**	**4%**	**55%**	**20%**	**2%**	**17%**	**24%**	**31%**	**28%**	**-**
TIME 2 (Post-VIP)	Male	10%	3%	56%	25%	5%	22%	34%	12%	32%	-
	Female	15%	3%	30%	45%	8%	5%	27%	31%	35%	1%
	TOTAL	**13%**	**3%**	**41%**	**36%**	**7%**	**13%**	**30%**	**23%**	**34%**	**1%**
TIME 3 (Three Months Later)	Male	14%	2%	52%	27%	5%	17%	32%	27%	24%	-
	Female	11%	3%	32%	43%	11%	7%	27%	38%	28%	-
	TOTAL	**12%**	**2%**	**41%**	**36%**	**8%**	**11%**	**29%**	**33%**	**26%**	**-**

* Level of Onlooker's Action:

Level 1 = (Lowest). No action.

Level 2 = Avoidance of situation.

Level 3 = Unilateral directive with no explanation.

Level 4 = Unilateral directive with explanation or alternate solution/action.

Level 5 = (Highest). Same as Level 4, but with recognition of consequences for "victim."

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Table 8.5
Sociomoral Reasoning Tasks, Peer Conflict and Vandalism Dilemmas.
OUTCOME OF DILEMMA ("Tell what you think will happen next")
Results for Males (n=59), Females (n=74), and the Total Sample (n=133)

		Peer Conflict Dilemmas: Level of Outcome*					Vandalism Dilemmas: Level of Outcome**				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
TIME 1 (Pre-VIP)	Male	34%	29%	14%	14%	10%	22%	39%	8%	25%	5%
	Female	36%	10%	18%	28%	8%	22%	46%	5%	15%	12%
	TOTAL	**35%**	**18%**	**16%**	**22%**	**9%**	**22%**	**43%**	**7%**	**20%**	**9%**
TIME 2 (Post-VIP)	Male	24%	32%	20%	19%	5%	17%	41%	12%	14%	17%
	Female	22%	26%	20%	26%	7%	19%	39%	11%	7%	24%
	TOTAL	**23%**	**29%**	**20%**	**23%**	**6%**	**18%**	**40%**	**11%**	**10%**	**21%**
TIME 3 (Three Months Later)	Male	29%	22%	10%	36%	3%	19%	46%	5%	24%	7%
	Female	26%	14%	22%	32%	7%	14%	40%	8%	19%	19%
	TOTAL	**27%**	**17%**	**16%**	**34%**	**5%**	**16%**	**43%**	**7%**	**21%**	**14%**

* Level of Outcome (Peer Conflict)

Level 1 = (Lowest). No resolution.

Level 2 = Avoidance of situation.

Level 3 = Unilateral directives/actions.

Level 4 = Implicit negotiation/collaboration.

Level 5 = (Highest). Explicit negotiation.

** Level of Outcome (Vandalism)

Level 1 = (Lowest). Vandalism occurs; no consequences noted.

Level 2 = Vandalism occurs, with consequences indicated.

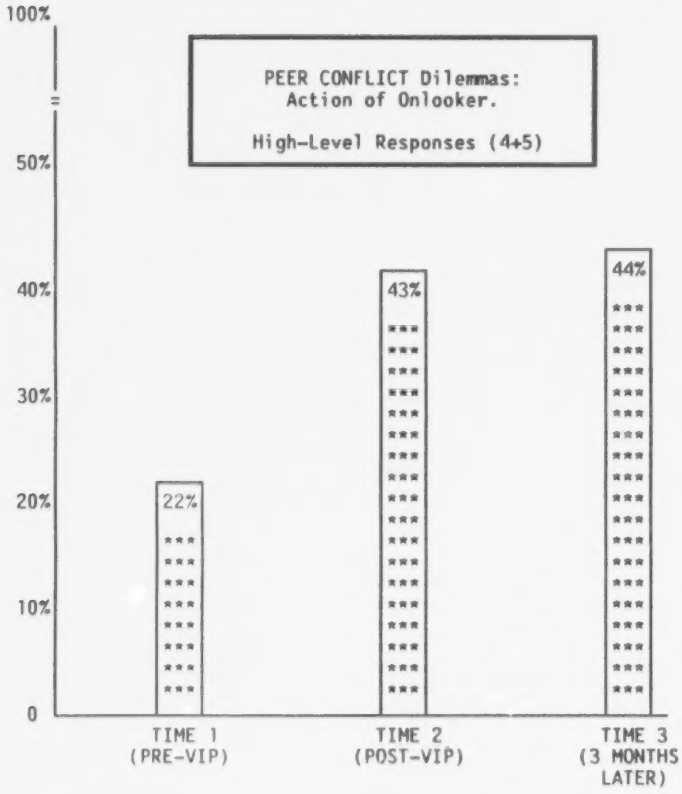
Level 3 = Avoidance of situation.

Level 4 = Implicit negotiation/collaboration.

Level 5 = (Highest). Negotiated decision not to vandalize.

Figure 8.A
Sociomoral Reasoning Tasks, Peer Conflict and Vandalism Dilemmas.
ACTION OF ONLOOKER ("What would you do if you were (onlooker) ?")

Percent of The Total Sample
Giving High-Level Responses (Levels 4+5)



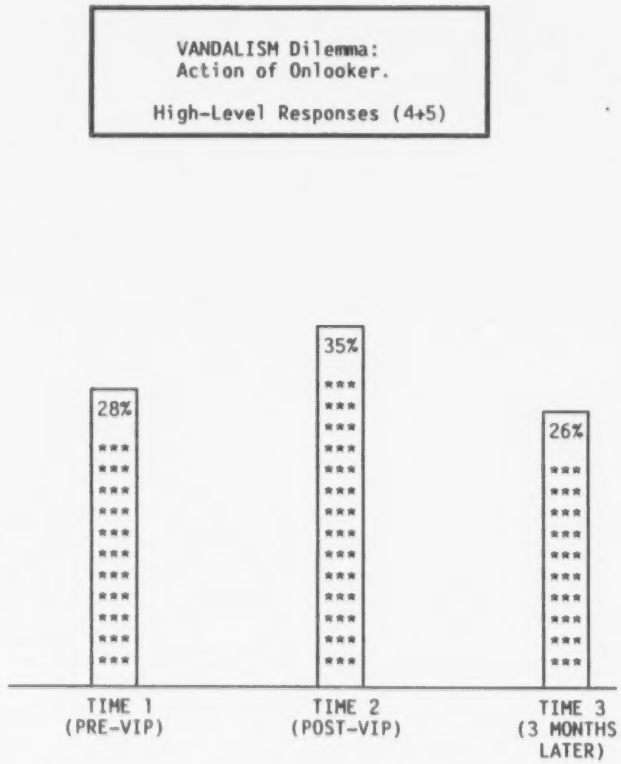


Figure 8.8
Sociomoral Reasoning Tasks, Peer Conflict and Vandalism Dilemmas.
Action of Onlooker and Outcome of Dilemma.

Mean Response Levels
Across Three Administrations of the Dilemmas

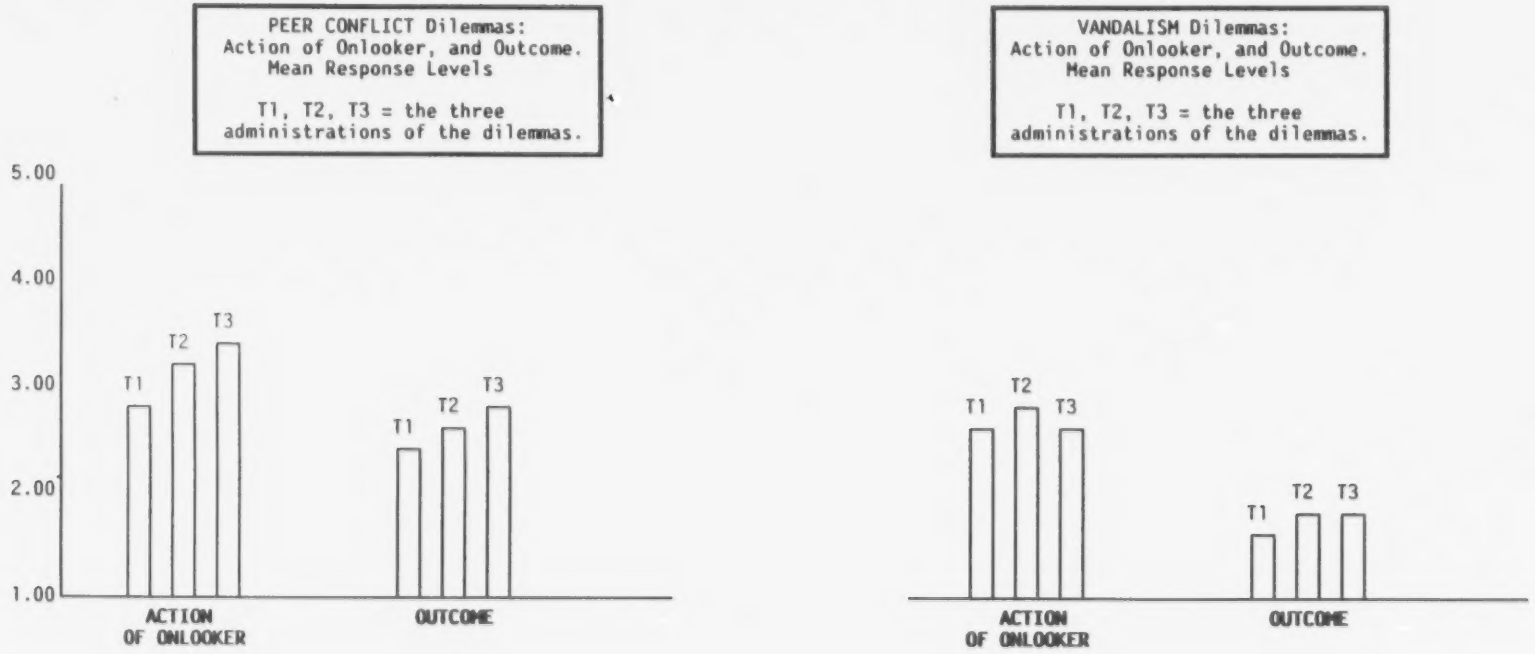
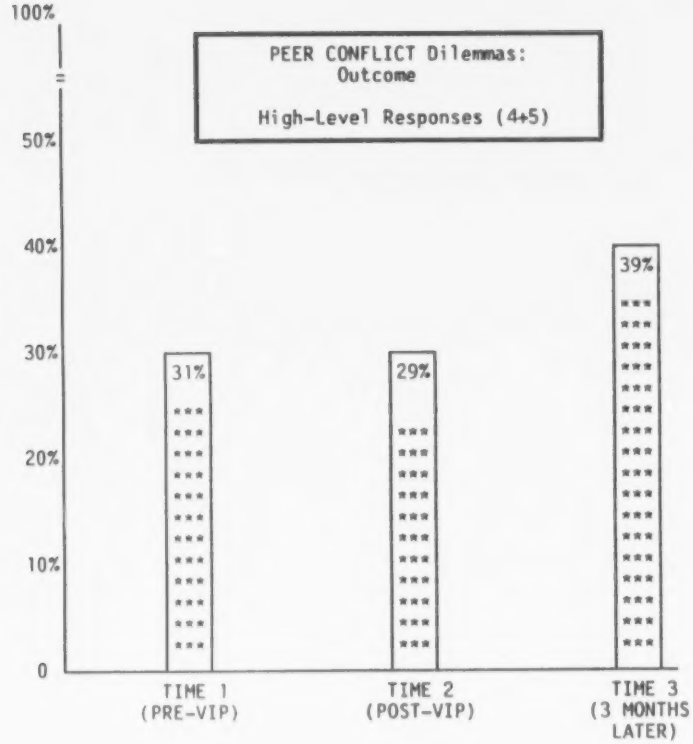


Figure 8.C
Sociomoral Reasoning Tasks, Peer Conflict and Vandalism Dilemmas.
OUTCOME OF DILEMMA ("Tell what you think would happen next").

Percent of the Total Sample
Giving High Level Responses (Levels 4+5)



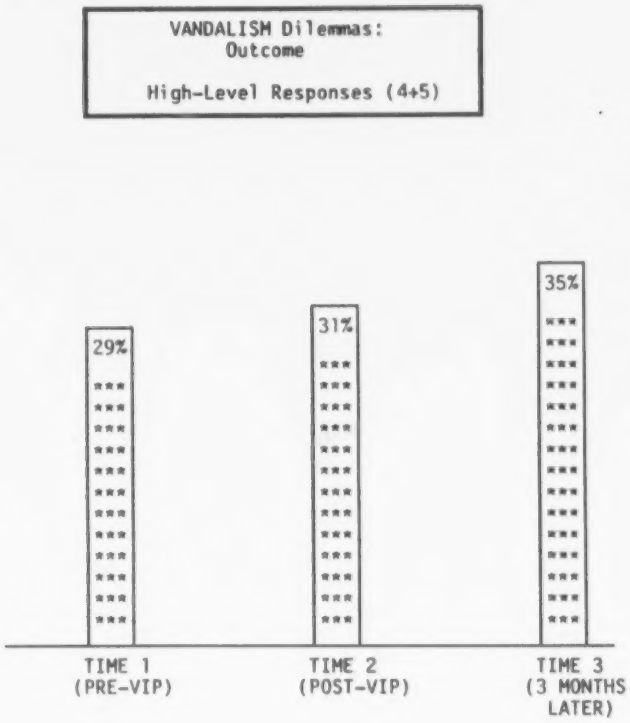


Table 8.6
Summative, Grade 6 and 7:
Priorities RE the Importance of VIP Topics
(Percent Choosing Each Topic Among Their Top 3 Choices, and Ranks of the Percents)

VIP TOPIC	Grade 6 Students (n = 417) %	Rank	Grade 7 Students (n = 138) %	Rank
• Dangers of Drugs	67%	1	70%	1
• Peer Pressure	47%	2	51%	2
• Friends and Friendships	45%	3	42%	3
• Being Truthful	26%	4	19%	8
• Shoplifting is Stealing	24%	5	24%	6
• Decision-Making	23%	6	27%	5
• Youth and the Law	20%	7	20%	7
• Vandalism/Destructive Behaviour	19%	8	28%	4
• Creating Impressions	11%	9	12%	9
• Belittling Others	7%	10	9%	10
• Authority/Authority Figures	4%	11	3%	11

Table 8.7
Summative, Grade 6 and 7:
VIP Activities that Students Enjoyed
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **STUDYING PARTICULAR VIP TOPICS**		
·Dangers of Drugs	23%	19%
·Vandalism	6%	10%
·Peer Pressure	5%	7%
·Friends and Friendships	5%	5%
·Shoplifting is Stealing	3%	5%
·Decision-Making	2%	-
·Youth and the Law	1%	4%
·Creating Impressions	1%	1%
·Being Truthful	<1%	2%
·Belittling Others	-	1%
·Authority Figures	-	1%
• **DRAMA ACTIVITIES** Doing drama; plays; skits; tableaux; role playing; etc.	20%	21%
• **VIDEOS/MOVIES**	11%	8%
• **MAKING POSTERS/CARTOONS/COMICS**	10%	3%
• **CLASSROOM DISCUSSIONS**	5%	5%
• **POLICE OFFICER'S VISIT**	3%	3%
• **OTHER VISITORS**	1%	-
• **OTHER ACTIVITIES**		
·Projects	1%	4%
·Stories	1%	-
·Presentation/Assembly	<1%	1%
·Interviewing People	<1%	-
·Answering Questions	<1%	-
·Mock Trial	-	1%
·Visit to Police Station	-	1%
• **ALL THE ACTIVITIES**	<1%	-
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	349	105

Table 8.8
Summative, Grade 6 and 7:
Reasons Why Students Enjoyed the VIP Activities
Mentioned in Table 8.7
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **A RELEVANT LEARNING EXPERIENCE** Showed problems kids have that we could learn from and hopefully not do; showed what can happen to you and others; got to learn about real life and what can happen; told me what's good and what's bad; told about things that are important to me; I could compare an incident to one of my own; etc.	42%	38%
• **IT WAS FUN/INTERESTING TO DO THEM**	33%	30%
• **LOTS OF ACTIVE THINGS TO DO** Acting; drama; skits; role-playing; talking to police; poster; drawing; good projects; doing research; etc.	17%	28%
• **GOOD TEACHING METHODS** Things were well thought out; they used visual methods; got a chance to work in small groups; etc.	6%	2%
• **ENJOYED THE COMMUNICATION** A chance to get to know people; being able to open up to others; etc.	1%	2%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	248	60

Table 8.9
Summative, Grade 6 and 7:
VIP Activities That Students Did Not Enjoy
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **STUDYING PARTICULAR VIP TOPICS**		
·Dangers of Drugs	8%	17%
·Shoplifting is Stealing	6%	-
·Creating Impressions	6%	3%
·Peer Pressure	4%	6%
·Authority Figures	4%	6%
·Youth and the Law	4%	3%
·Belittling Others	4%	3%
·Friends and Friendships	3%	3%
·Being Truthful	2%	11%
·Decision-Making	2%	3%
·Vandalism	2%	3%
• **GROUP DISCUSSIONS/GROUP WORK**	13%	11%
• **VIDEOS/MOVIES**	12%	-
• **DRAMA ACTIVITIES** Skits, role playing; etc.	11%	11%
• **STORIES/POEMS/WORD GAMES**	6%	6%
• **WRITING QUESTIONS FOR TEACHER**	4%	-
• **MAKING POSTERS/CARTOONS/COMICS**	3%	6%
• **PROJECTS**	3%	3%
• **ALL THE ACTIVITIES**	2%	3%
• **POLICE OFFICER'S VISIT**	-	3%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	118	35

Table 8.10
Summative, Grade 6 and 7:
Reasons Why Students Did Not Enjoy the VIP Activities
Mentioned in Table 8.9
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **BORING**	49%	53%
• **DIDN'T LIKE SPECIFIC ACTIVITY** Don't enjoy acting/writing; can't draw; hate poetry; not fun; hate drawing; etc.	13%	10%
• **HARD TO UNDERSTAND**	8%	-
• **DEALT WITH THINGS WE KNEW ALREADY**	8%	10%
• **DIDN'T LIKE PRESENTATION/MATERIALS** Videos not interesting/out of date/don't have ending; takes too much time; don't agree with many of the viewpoints etc.	7%	13%
• **DIDN'T LIKE GROUP ACTIVITIES** Nobody cooperated in activity; people in my group were mean; etc.	5%	10%
• **SOMETIMES IT WAS EMBARRASSING**	5%	3%
• **PROBLEMS WITH THE APPROACH USED** Not enough time for certain activities; didn't take much action on what we were learning; didn't like putting peer pressure on us not to do drugs; etc.	5%	-
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	85	30

Table 8.11
Summative, Grade 6 and 7: Important Things Learned From VIP
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **DANGERS OF DRUGS** Lost interest in drugs after we learned about them; now I know what drugs/alcohol would do to my body; etc.	32%	36%
• **PEER PRESSURE** How to handle peer pressure; don't always do what your friends say; etc.	14%	15%
• **FRIENDS AND FRIENDSHIPS** In sad times you're not alone; knowing who's a true friend; etc.	10%	9%
• **SHOPLIFTING/STEALING HURTS PEOPLE**	9%	8%
• **VANDALISM IS WRONG**	7%	7%
• **DECISION-MAKING** The right and wrong things to do; learning to make the right decisions; etc.	7%	5%
• **IMPORTANT TO TELL THE TRUTH**	5%	3%
• **BELITTLING OTHERS** Don't make fun of people or judge by appearances; etc.	5%	4%
• **SELF-ESTEEM** Believe in yourself; think positively; be proud of who you are; etc.	5%	5%
• **YOUTH AND THE LAW** Young Offenders' Act; legal rights kids have and don't have; etc.	3%	6%
• **AUTHORITY FIGURES** Authority figures are there to help you; we should respect authority; etc.	1%	1%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	844	294

Table 8.12
Summative, Grade 6 and 7:
Perceived Impact of VIP on What Students and Their Friends Do
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **IMPACT ON SMOKING/DRUGS/ALCOHOL** Used to smoke until I learned harmful effects; my friend was going to use drugs but VIP stopped him; VIP helped me say no to smoking; etc.	32%	48%
• **IMPACT ON DECISION-MAKING** Helped me weigh things in a decision; if I'm thinking of doing something I can think of about the outcome; etc.	16%	21%
• **IMPACT ON FRIENDS/FRIENDSHIPS** Changed how I feel about my friends; helped me get closer to my friends; etc.	12%	10%
• **IMPACT ON BELITTLING OTHERS** VIP made me think before doing it; helped me respect others more; etc.	9%	5%
• **IMPACT ON SHOPLIFTING** I used to steal but stopped because so many get caught; I was thinking of shop-lifting but said "no way;" etc.	8%	5%
• **IMPACT ON VANDALISM** Has stopped me from vandalizing; I said no to vandalizing with my friend; etc.	8%	11%
• **MADE ME MORE TRUTHFUL/HONEST** Important to be honest with people; etc.	4%	-
• **IMPACT ON MANY AREAS OF MY LIFE** I look at life differently; have a better understanding; being a better person; etc.	4%	-
• **IMPACT ON UNDERSTANDING SAFETY** Know more about safety; importance of bike reflectors; etc.	2%	-
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	165	62

Table 8.13
Summative, Grade 6 and 7:
Perceived Impact of VIP on Dealing with Peer Pressure
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **PEER PRESSURE & SMOKING/DRUGS/ALCOHOL** Every time someone asks if I want a smoke, I always refuse; I don't want a friend that does drugs; I don't want to drink just because my friends do; etc.	38%	29%
• **PEER PRESSURE & FRIENDSHIPS** Now I know how to deal with pressures from my friends; a true friend won't put pressure on you; my friend was mad because I wouldn't do everything he wanted, but I worked it out with things I remembered from class; etc.	31%	45%
• **PEER PRESSURE & DECISION-MAKING** When they want to do something stupid it's OK to say "no;" you have the right to say "no;" instead of letting my friends make decisions for me, I make them for myself; etc.	15%	16%
• **PEER PRESSURE & STEALING** When they told me to steal something from the store I remembered the video and told her "no way;" etc.	12%	3%
• **PEER PRESSURE & VANDALISM** My friend was saying, "Come on, let's write on the wall," but I said "no way;" etc.	3%	8%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	91	38

Table 8.14
Summative, Grade 6 and 7:
Perceived Impact of VIP on Developing Positive Self-Image
(Tabulation of Students' Open-Ended Comments)

	Grade 6 Students	Grade 7 Students
• **SELF-ESTEEM/SELF-CONFIDENCE** I can do anything if I put my mind to it; feel more sure of/happy about myself; believe in myself; taught me not to put myself down; be proud of myself; etc.	50%	50%
• **DRUGS/SMOKING/ALCOHOL** I don't take drugs; know what I need to about drugs/drinking that will help me say no; I know not to get into drugs and I never will; etc.	15%	28%
• **DECISION-MAKING** Taught me not to do things I don't want to do; decide for myself, not what other kids say I should do; my decisions are up to me so I feel more responsible; etc.	11%	13%
• **INTERPERSONAL BEHAVIOUR** If I accidently hurt someone's feelings, I talk things out; helps you deal with people, not put them down; I feel good about helping/respecting others; etc.	11%	2%
• **CHANGES IN PERSONAL BEHAVIOUR** Feel good about controlling my bad behaviour; now I don't get in so much trouble; I try harder; I don't lie; etc.	10%	3%
• **SHOPLIFTING/VANDALISM/BREAKING THE LAW** Feel good that I haven't shoplifted; learned not to vandalize; you can feel proud if you decide not to break the law; etc.	5%	3%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	168	60

Table 8.15
Summative, Grade 6 and 7:
Perceived Impact of VIP on Interactions
with Various "Significant Others"*

"SIGNIFICANT OTHERS"	Grade 6 Students (n = 417)			Grade 7 Students (n = 138)		
	+	0	-	+	0	-
• Friends	32%	65%	3%	29%	68%	3%
• Parents	31%	65%	4%	35%	63%	2%
• Brothers/Sisters	27%	68%	4%	23%	75%	2%
• Teacher(s)	30%	69%	2%	25%	68%	7%
• Other Adults	30%	69%	2%	29%	66%	5%
• Police	28%	67%	5%	28%	62%	10%
AVERAGE ACROSS ALL "SIGNIFICANT OTHERS"	30%	67%	3%	28%	67%	5%

* The symbols +, 0, and - correspond to the following response categories:

+ means "made things better."
0 means "no change."
- means "made things worse."

Table 8.16
Summative:
Teachers' Perceptions of Various Aspects of VIP

• **LIKE TEACHING VIP TOPICS?**	
.Very much so/Somewhat	96%
.No feelings either way	3%
.Slightly/Not at all	1%
• **SUFFICIENT DIRECTION FOR VIP PROGRAM DELIVERY?**	
.Very much so/Somewhat	89%
.No feelings either way	1%
.Slightly/Not at all	10%
• **SUFFICIENT RESOURCES FOR VIP?**	
.Very much so/Somewhat	78%
.No feelings either way	7%
.Slightly/Not at all	15%
• **VIP TOPICS RELEVANT FOR GRADE 6's?**	
.Very much so/Somewhat	100%
.No feelings either way	-
.Slightly/Not at all	-

Table 8.17
Summative:
Direction and Resources Provided for VIP Program Delivery
(Tabulation of Teachers' Open-Ended Comments)

Comments Relating To...	
• **RESOURCES: MATERIAL** Up-to-date resource lists are required; teacher information sheets would be helpful since we are not authorities on these topics; a list of speakers who would be willing to talk to students would help; a lot of material could be changed/updated; difficult to obtain some of the longer videos/films; no material available in French; finding resources isn't always easy; etc.	46%
• **RESOURCES: HUMAN** Used expertise of public health nurse, who was very helpful; children took police officer's word very seriously; guaranteed police visit would be great; parents helped by sending in resources such as pamphlets and booklets; have guest speakers available who are authorities on the various topics; etc.	29%
• **INSERVICE/WORKSHOPS** Initial workshop was good/necessary; more workshops would be helpful; refresher course would be beneficial; better organization of inservice; etc.	14%
• **PROGRAM** Updating is necessary; we don't have guidance teachers in elementary schools, so this is a very important program; only one person responsible for content and progress of the course; daily advisor-advisee program is a supplement to what the school already does; etc.	11%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	63

Table 8.18
Summative:
"The **best thing(s)** about the VIP program is/are..."
(Tabulation of Teachers' Open-Ended Comments)

Comments Relating to...	
• **THE ACTIVE NATURE OF THE PROGRAM** Involvement of students in activities that replicate real-life situations; good curriculum ideas for involving students; practical application of what is taught and discussed; allows for opportunities to role-play, which students enjoy; acting out situations helps students to be more understanding; etc.	29%
• **RELEVANCE FOR STUDENTS** Topics are very appropriate to grade level; meets the needs of this area; high pupil interest of topics for this age level; raises awareness of drug issues; etc.	20%
• **FORUM FOR DISCUSSION** The program allows sharing experiences during discussion period; encourages discussion; etc.	14%
• **POLICE AS RESOURCES** Involvement of police makes the program more relevant; officer was able to establish good rapport and was very effective in making his points; etc.	12%
• **DEVELOPMENT OF VALUES** Brings children in touch with their feelings; develops children's understanding of how their peers feel; etc.	9%
• **MATERIAL RESOURCES** VIP booklet contained a number of useful ideas for presenting each topic; good videos; etc.	8%
• **HUMAN RESOURCES OTHER THAN POLICE** Very good guest speakers; guests and visitors enhanced the program; etc.	7%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	116

Table 8.19
Summative:
"The VIP program would be **improved** if ..."
(Tabulation of Teachers' Open-Ended Comments)

Comments Relating to...	
• **MATERIAL RESOURCES** There should be more situations on video to use as a basis for discussions; more relevant information/ booklets should be distributed to the teachers; more teacher information sheets are needed; clear-cut recommended film/video list and follow-up activities are needed; etc.	36%
• **HUMAN RESOURCES** Every class should have a police visit; it would be a grave mistake to cut police visits; list of resource people other than police officer and public health nurse is needed; etc.	29%
• **PROGRAM TOPICS** Some topics could have been outlined in greater detail with increased content and activities; VIP can't be effective if taught in isolation; broaden the range of topics; etc.	23%
• **INSERVICE/WORKSHOPS** Teachers need more workshops to update themselves and hear how other teachers are handling the program; follow-up workshops would be a good idea; etc.	7%
• **GENERAL RESOURCES** More support material should be available; additional teaching ideas would be appreciated; sharing ideas would help, perhaps through a monthly newsletter or in the Beacon; etc.	5%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	61

Table 8.20
Summative:
School Administrators' Perceptions
of VIP Impact on Students in Four Areas

"Does VIP make a differece to students in terms of what they learn about..."	
• **DRUGS AND ALCOHOL?**	
.Very much so/Somewhat	91%
.No feelings either way	4%
.Slightly/Not at all	5%
• **VANDALISM?**	
.Very much so/Somewhat	95%
.No feelings either way	4%
.Slightly/Not at all	2%
• **PEER PRESSURE?**	
.Very much so/Somewhat	95%
.No feelings either way	4%
.Slightly/Not at all	2%
• **RELATIONS WITH AUTHORITY FIGURES?**	
.Very much so/Somewhat	84%
.No feelings either way	4%
.Slightly/Not at all	12%

Table 8.21
Summative:
School Administrators' Perceptions
of Support for Staff in Teaching VIP

"Do your teachers have sufficient support for VIP in terms of..."	
• **HUMAN RESOURCES?**	
.Very much so/Somewhat	62%
.No feelings either way	-
.Slightly/Not at all	38%
• **INSERVICE?**	
.Very much so/Somewhat	82%
.No feelings either way	4%
.Slightly/Not at all	14%
• **MATERIAL RESOURCES?**	
.Very much so/Somewhat	75%
.No feelings either way	7%
.Slightly/Not at all	18%

Table 8.22
Summative:
School Administrators' Perceptions
of Teacher Comfort with VIP Topics

• **ARE TEACHERS COMFORTABLE WITH VIP TOPICS?**	
.Very much so/Somewhat	96%
.No feelings either way	2%
.Slightly/Not at all	2%

Table 8.23
Summative:
"The **best thing(s)** about the VIP program is/are..."
(Tabulation of School Administrators' Open-Ended Comments)

Comments Relating to...	
• **THE VIP PROGRAM ITSELF** Units are clear and easily implemented; provides excellent advice and guidance for vulnerable adolescents; suggested role-playing and drama activities are excellent; approach is good for this age level; ideals of program are promoted seriously; drug and alcohol education is provided; students learn about peer pressure; wide variety of important information is provided for students; etc.	31%
• **HUMAN RESOURCES** VIP has support of the police; outside resources lend importance to the program; police involvement is critical; many resource people come in to speak to students directly; etc.	22%
• **FORUM FOR DISCUSSION OF ISSUES** Chance for students to discuss issues in a non-judgmental way; opportunities for open discussions with interested, caring adults; etc.	17%
• **STRATEGIES FOR THE DEVELOPMENT OF VALUES** Promotes better values and discussion of feelings; introduces children to the importance of personal values; develops strategies to preserve one's integrity; teaches a sense of values in a society that tends to be ambivalent and/or confusing; etc.	17%
• **RELEVANCE FOR AGE GROUP** Program is very appropriate for this age group; appropriate emphasis at such a crucial time in children's lives; relevant to this age group and their needs; etc.	13%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	77

Table 8.24
Summative:
"The VIP program would be **improved** if ..."
(Tabulation of School Administrators' Open-Ended Comments)

Comments Relating to...	
• **HUMAN RESOURCES** Human resources too thinly spread; speakers often overbooked; more police resources should be available; in-school resource person needed to develop strategies to help students deal effectively with emotional needs; more time should be devoted to counselling support; more accessible and more involved human support services are needed; etc.	43%
• **INSERVICE** Training should be given to school administrators; inservice should be updated to give teachers new enthusiasm; training must continue for staff new to VIP; inservice should be done on a regular basis; etc.	21%
• **MATERIAL RESOURCES** More videos needed; often can't get films when needed; desperate need for French materials; more support materials should be received during the year, through newsletters or mid-year workshops; more sharing of ideas/problems; etc.	15%
• **RESOURCES, GENERAL** More resources should be made available; community resources should be available on a larger scale; etc.	12%
• **ASPECTS OF THE PROGRAM** VIP should be presented in three sections, spread over the year; behaviour modification should be part of the program; knowing content is one thing, action is another; etc.	10%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	68

SECTION 9

INVOLVEMENT OF PEEL REGIONAL POLICE IN VIP

SECTION 9

INVOLVEMENT OF PEEL REGIONAL POLICE IN VIP

BACKGROUND

Since VIP became a mandated Peel program for grade 6 in 1988-1989, the Peel Regional Police have been involved in program delivery in some Peel schools. It was felt that the police presence in the classroom would reinforce material central to some of the VIP topics. It was also hoped that direct interaction with an officer might maximize positive attitudes toward the police at a critical point in students' development.

Although there is relatively little research on young people's perceptions of the police, the literature generally supports these assumptions. A number of studies suggest that, although students' attitudes toward the police remain generally positive until about age 12, these attitudes become less favourable as they go through high school (Amoroso & Ware, 1981; Bouma, 1969; Portune, 1971; Rigby, Schofield, & Slee, 1987). Any efforts to enhance students' perceptions of the police should emphasize this pre-high school period of early adolescence.

There is also research showing that direct contact is a major factor in determining young peoples' perceptions of, and attitudes toward, the police (Dobash, Dobash, & Scott, 1984; Singer & Singer, 1985; Tisseyre, 1976). It was hoped that, through the VIP program, positive interactions with an officer in a classroom setting would help foster positive student attitudes toward the police.

The police component of VIP in Peel involves three visits to each of 60 grade 6 classrooms per year. Half of these visits (30 classrooms, 3 visits each) are scheduled for September-December, and the other half for January-March. Schools are serviced on a first-request basis. Five officers provide the classroom visits; the same officer returns to a given classroom for all three visits.

The 60 classes visited by the police represent only about 25% of Peel grade 6 classrooms. Limitations in the number of officers who can be allocated to this program prevent more extensive coverage.

The three-session police program covers these topics:

- Session 1. This session focuses on the police officer as a person and on the job. The officer shows his/her equipment and gear. Students view a video showing a tour of the police station, and the officer leads a discussion relating to authority figures.

- Session 2. This lesson emphasizes "the dangers of drugs." Different types of drugs are described, and the importance of "saying no" is stressed. The consequences of using drugs is discussed. A video entitled, "With Friends Like That" is shown.

- Session 3. The police offer a choice of two topics for this session: "Youth and the Law" or "Vandalism." The principal chooses which of these topics will be presented in the school.

• RESEARCH QUESTIONS

Because the police involvement in VIP is a popular and highly visible component of the program, it was decided to assess the impact of their visits on grade 6 students, and also to determine how the police involvement was perceived by teachers, school administrators, and parents.

The Inspector in charge of the police program raised an additional research question: was it necessary for an officer to visit a grade 6 class three times? Could the same, or almost the same, impact be achieved in one police visit, thereby freeing the officers to visit many more classrooms? (With the number of officers available for the program, only 60 of more than 200 grade 6 Peel classrooms can receive police visits.)

The police offered to design a one-session presentation combining highlights from the longer program so that the differential impact of one- and three-session visits could be assessed. This dimension was built into the evaluation design.

Table 9.1 shows the research design that was used in order to evaluate both short- and longer-term overall impact of the police involvement in VIP, and also to assess the relative effectiveness of one- versus three-session police presentations.

The research questions to be addressed are:

- **How do grade 6 students perceive the police visits in the short term — that is, just after the officer has visited their classroom?**
- **Is there any difference between grade 6 students' short-term reactions to the police visits in one- versus three-visit classrooms?**
- **How do grade 6 students perceive the impact of the police visits over the longer term — that is, at the end of the school year, at least three months after the police visits?**
- **How do present grade 7 students (last year's 6's) perceive the impact of the police visits over the longer term — that is, one year later?**
- **How do teachers, school administrators, and parents of grade 6's perceive the impact of the police visits at the end of the school year — that is, at least three months after the police visits?**

• INSTRUMENTS AND SAMPLE

Table 9.1 gives an overview of the research design and the surveys utilized in this part of the study. A short-term survey (see **Appendix L**) was designed for grade 6 students to complete immediately after the officer visited their classroom. (Students in the three-visit classrooms completed the survey after each of the three visits.) The survey asked for students' reactions to the officer and to some specific aspects of the lesson; students were also asked to rate their overall feelings about the police, to indicate the "best part" of the lesson, and to tell how the lesson could have been better.

Four classes receiving one police visit,* and five classes each receiving three police visits completed the short-term survey during the period January - March 1990. Data was obtained for 91 students in the one-visit condition and 102 students who received three police visits (see **Table 9.2**).

Longer-term summative surveys were also designed for students, teachers, school administrators, and parents to complete in June 1990. These were comprehensive surveys designed to elicit perceptions of <u>both</u> the VIP program and the police visits. Copies of all the summative surveys are found in **Appendices H-K and M**. Only data from questions relating specifically to the police visits (indicated below) are covered in Section 9.

During June 1990 the summative surveys were administered to the following groups (see also **Table 9.2**):

•The same classes of grade 6 students who completed the one- and three-visit short-term surveys.	**Appendix H** (#5, #10, #11)
•A random sample of grade 6 students who received <u>no</u> police visits.	**Appendix H** (#5)
•A random sample of grade 7 students who had three police visits as part of their VIP program the year before.	**Appendix I** (#5, #10, #11)
•A random sample of grade 7's whose classes had <u>not</u> been visited by a police officer the year before.	**Appendix I** (#5)
•All Peel grade 6 teachers.	**Appendix J** (#8 - #23)
•All Peel school administrators with grade 6 classes in their schools.	**Appendix K** (#7 - #9)
•A random sample of parents of grade 6 students.	**Appendix M** (#6 - #8)

Student, teacher, and school administrator surveys were sent to the selected schools through the Board courier. Surveys were mailed directly to parents, with a self-addressed, stamped return envelope enclosed.**

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* A fifth one-visit class did not participate because its police visit had to be cancelled.

** The Board's Computer Services Department provided grade 6 parents' names and addresses for a random sample of schools. Research Department staff randomly chose 650 names from this listing.

- **RESPONSE RATES**

Table 9.2 shows the total returns and response rates for all the groups surveyed. As explained in **Table 9.2**, response rates were not calculated for the student samples, for either the short-term or summative surveys. Class size was estimated at a maximum of 30 for each sampled class, and that number of surveys was sent to each class. The surveys were completed by all students who were present on the day of administration.

Response rates for teachers (30%) and parents (24%) are low. This means that we cannot be strongly confident that teacher and parent findings really represent the opinions of these groups. The somewhat higher response rate for school administrators with grade 6's in their schools (44%) means that the results are more likely to be representative of their group.

- **FINDINGS FOR STUDENTS: IMPACT OF ONE VERSUS THREE POLICE VISITS (SHORT-TERM SURVEY)**

This part of Section 9 presents all the data gathered from grade 6 students immediately after the police visits (see **Appendix L**). In order to assess the impact of one versus three visits, all the tables show data separately for these conditions, as well as combined data for the total group. Findings for the three-visit condition have been averaged for ease of interpretation.

- Level and Pace of Police Presentations (see **Table 9.3**): Regardless of the number of police visits, a large majority of the students (89%-92%) feel that both the level and the pace of the lessons were "about right." However, for both of these dimensions, significantly* more three-visit than one-visit students respond this way.

- Topics Covered in the Presentations (see **Table 9.4**): When asked if they learned some new things during the police visit, a majority of both student groups respond "Yes, very much so" or "Somewhat." However, these responses are significantly more prevalent in the three-visit group (91%) than in the one-visit group (67%). This difference is especially marked when the "Yes, very much so" response category is considered separately (35% for the one-visit students versus 67% for the three-visit group).

  Almost all the one- and three-visit students (94% and 98%, respectively) agree that the topics covered in the police presentations are important for students their age to know about.

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* "Significance" means that a statistical test was carried out to determine whether differences between response trends for one and three visits could have happened just by chance. When a difference is described as statistically significant, this means that it is extremely unlikely to have occurred by chance -- five times in 100 or less.

- Perceptions of/Reactions to the Police Officer (see **Table 9.5**): Three survey questions related to students' perceptions of/reactions to the police officer. For each of these items, students who had three police visits are significantly more likely than their one-visit peers to report "Yes, very much so" when asked if the officer got along well with students in the class (96% vs. 78%), if the officer held their interest throughout the lesson (77% vs. 45%), and if they liked having an officer visit their class (90% vs. 64%).

- Overall Feelings About the Police Presentation (see **Table 9.6**): Students in the one- and three-visit groups do not differ significantly in recalling what they expected from the police presentation, although students in the three-visit group show some tendency to have had more accurate expectations.

  When the "Yes, very much so" and "Somewhat" response categories are combined, two-thirds of the one-visit group and three-quarters of the three-visit group agree that the presentation was what they expected.

  Significant differences between the two groups do emerge, however, when the students report on whether they enjoyed the lessons: 83% of the three-visit students respond "Yes, very much so," compared to 56% of their one-visit peers.

- Self-Reported Feelings About the Police in General (see **Table 9.7**): A majority of the students express overall positive feelings about the police, regardless of whether they received one or three visits. However, students in the three-visit group are significantly more positive than those who received one visit (94% vs. 84%).

  The differential impact of the officer's visit(s) is shown by students' reported change in positive feelings about the police: 71% of the students who received three visits report that their feelings about the police became more positive, compared to 50% of the one-visit group.

- What Students Would Tell a Friend About the Police Visit (see **Table 9.8**): Students' open-ended responses to this question were categorized thematically and are presented in **Table 9.8**. The types of comments generated by students in the two groups do not differ significantly. Both groups are especially likely to tell a friend how much/what they learned from the officer, or about what a good lesson it was.

- The Best Part of the Police Presentation (see **Table 9.9**): Students' comments were grouped into the response categories shown in **Table 9.9**. Some significant differences emerge for the two student groups. Although both groups are especially impressed by the video on drugs, this positive response is somewhat stronger for the one-visit (47%) than for the three-visit group (38%).

Students in the one-visit condition are also significantly more likely than those receiving three visits to feel that information about drugs was the best part of the lesson (32% vs. 8%) -- perhaps because this topic received a major emphasis in the one-visit presentation. Students with three police visits are more likely than their one-visit peers to emphasize what they learned about the penalities of crime, the officer himself, his equipment and his job, and the opportunities they had for questions and answers.

- Suggestions for Improving the Presentation (see **Table 9.10**): Students' written suggestions for how the presentation could be made better were categorized as shown in **Table 9.10**. The overall differences between the two groups of students on this question are not statistically significant. The two most prevalent responses for both groups are that the lesson is fine as it is, or that it should be longer or a more frequent occurrence.

  As well, both groups would like more information about the officer himself, his equipment, and his job. There is some tendency for the one-visit group to want more information about drugs, and to mention some negative characteristics of the officer's presenting style.

- **FINDINGS FOR STUDENTS: PERCEPTIONS OF POLICE AT END OF YEAR AND ONE YEAR LATER (SUMMATIVE SURVEY)**

This part of Section 9 presents data on the three police-related questions included in the comprehensive student survey administered in June 1990 (see **Appendices H and I**, questions #5, #10, and #11). Since a sample of grade 6 and grade 7 students completed the survey, we can examine perceptions of the police visits three months (grade 6's) and one year later (grade 7's).

When the data warrants, grade 6 data is presented separately for the one- and three-visit groups; in those instances, findings across the three visits have been averaged for ease of interpretation.

- Things Remembered Most From the Police Visits (see **Table 9.11**): Because there were no marked differences in "things remembered most" for grade 6's with one or three visits, the two groups were combined. When these combined responses are compared with those of grade 7's on this question, some significant differences are seen.

  Grade 6's are significantly more likely than 7's to say they remember drug and alcohol-related information (59% vs. 21%) and the video (18% vs. 9%). Grade 7's are significantly more likely than 6's to recall positive characteristics of the officer (21% vs. 3%) and details about his equipment and his job (21% vs. 7%).

- Important Things Learned From the Police Visits (see **Table 9.12**): Again, the very similar responses of grade 6's with one and three police visits meant that their responses could be combined for ease of interpretation. The overall response patterns of grade 6's and 7's show no significant differences on this item.

For both grade groups information about drugs/alcohol is most often mentioned as something important learned from the police visits, especially by the grade 6's (about half of the grade 6 comments and one-third of the grade 7 comments). Next in priority (one-quarter of the comments for each group) is information about the law and the penalties of crime. Grade 6's and 7's both cite peer interactions as the third most important topic they learned about in the police visits.

- Overall Feelings About the Police at the End of the Year/One Year Later (see **Table 9.13**): Regardless of whether they had one, three, or no visits, a majority of students express positive attitudes toward the police; this trend is seen both for grade 6's (66%-80% positive) and for grade 7's (70%-76% positive).

  However, the number of police visits does have a differential impact on the strength of the positive response. Grade 6 students receiving three visits are significantly more likely to express positive feelings about the police (80%) than their peers who received no visits (66%).

  Although one-visit students tend to be more positive about the police than students receiving no visits (73% vs. 66%), this difference is not statistically significant. Similarly, the difference in positive attitude between three-visits (80%) and one-visit grade 6's (73%) approaches, but does not reach, significance.

  Results for the grade 7's continue to suggest some impact of the police visits. Although the trend is not statistically significant, grade 7 students who had three visits the year before express slightly more positive attitudes toward the police (76%) than do their peers who had no police visits during their grade 6 VIP program (70%).

- **FINDINGS FOR TEACHERS: PERCEPTIONS OF POLICE (SUMMATIVE SURVEY)**

This part of Section 9 presents data on police-related questions included in the survey administered to grade 6 teachers in June, 1990 (see **Appendix J**, questions #8-#23).

- Level and Pace of Police Presentations (see **Table 9.14**): Regardless of the number of police visits, a sizeable majority of grade 6 teachers feel that both the level and pace of the police presentations were "about right." There is a tendency for more 3-visit (97%) than one-visit teachers (85%) to say that the level of the presentations was "about right," but this difference is not statistically significant.

- Topics Covered in the Presentations (see **Table 9.15**): Regardless of the number of police visits, virtually all the teachers feel that students learned some new things from the police presentation (93%), that the topics covered were relevant for grade 6's (95%), and that the topics were covered in sufficient depth (95%).

- Perceptions of/Reactions to the Police Officer (see **Table 9.16**): Regardless of whether the officer visited their classroom once or three times, all or almost all of the grade 6 teachers indicate positive perceptions of the police officer. They report that he established rapport with the students (95%) and held their interest throughout the presentation (98%), that he was knowledgeable (100%), and that they liked having him visit their classroom (100%).

- Overall Feelings About the Police Presentation (see **Table 9.17**): Again, regardless of the number of police visits, teachers' responses are uniformly positive. Almost all of the teachers report that the lesson was what they expected (98%), that their students enjoyed the presentation (95%), and that the presentation met students' needs (98%).

- Number/Continuation of Police Visits (see **Table 9.18**): Teachers receiving one or three police visits differ significantly in their reaction to the number of visits. Almost all of the three-visit teachers (93%) feel that the number of visits was "sufficient," but only 42% of the one-visit teachers respond in this way. Conversely, 58% of the one-visit teachers feel that they received "too few" visits, compared to only 7% of the three-visit teachers.

  All the teachers in the one- and three-visit groups feel that police visits to grade 6 classrooms should be continued.

- Most Important Messages Given to Students (see **Table 9.19**): Teachers' open-ended responses to this question were grouped thematically. Regardless of the number of police visits, grade 6 teachers agree that the most important messages given to students by the police are:

  - making informed choices and taking responsibility for one's own decisions; and

  - the dangers and consequences of taking drugs.

  Teachers also feel that students learned some important things about law and the penalties of crime, and about the role and function of the police.

- Teachers' Positive Spontaneous Comments (see **Table 9.20**): Teachers whose classroom had been visited by an officer sometimes wrote spontaneous positive comments on their surveys. These comments were collated and are presented in **Table 9.20**.

  Regardless of the number of visits, teachers emphasize the police visits as a very important component of VIP, and they support the continuation of these visits (and also the extension of the program to more grade 6 classes).

  They mention the rapport established by the officer with their students, the positive interaction that characterized the visits, and the expertise of the officer. They also feel that information about the police was well presented, leading to some meaningful discussions about authority figures.

- Suggestions for Improving the Presentation (see **Table 9.21**): Regardless of whether the officer visited their classroom once or three times, the most prevalent suggestions for improvement (41% of the comments) relate to the organization of the presentation -- for example, allowing more time for questions and perhaps building more of a "hands-on" approach into the lessons.

  Teachers also stress increased exposure to the police through more or longer visits. Five teachers indicate some concern about the officer's presenting style.

- **FINDINGS FOR SCHOOL ADMINISTRATORS: PERCEPTIONS OF POLICE (SUMMATIVE SURVEY)**

This part of Section 9 presents data on police-related questions included in the survey administered to school administrators with grade 6 in their schools (see **Appendix K**, questions #7-#9).

- Number/Continuation of Police Visits (see **Table 9.22**): As was noted for teacher respondents, school administrators with three police visits (80%) are significantly more likely than their colleagues with one visit (53%) to describe the number of visits as "sufficient." This difference approaches statistical significance.

  Also, as noted for teacher respondents, all of the school administrators (regardless of the number of visits) feel that police visits to their schools should be continued.

- General Comments About Police Visits (see **Table 9.23**): School administrators' general comments reinforce their positive attitude toward police involvement in VIP. Regardless of whether the officer made one or three visits to their school, they note that the police visits are imperative to the success of the VIP program and should be continued (and extended, if possible). They tend to praise the particular officer who came into their school, and they stress that the visits help enhance students' awareness of authority figures and issues like drugs and vandalism.

- **FINDINGS FOR PARENTS: PERCEPTIONS OF POLICE (SUMMATIVE SURVEY)**

This part of Section 9 presents data on police-related data included in the survey administered to parents of grade 6 students (see **Appendix M**, questions #6-#8).

- Knowledge of Police Visits (see **Table 9.24**): Slightly less than half of the responding parents (44%) report that an officer visited their child's classroom during the 1989-1990 school year; 30% report that there were no police visits, and 26% are not sure whether or not the police visited.

The 68 parents whose children did have at least one police visit were asked whether their child talked about the visit. Three-quarters of these parents indicate that their child did discuss the visit.

- Topics Discussed at Home (see **Table 9.25**): Parents report that after the police visit their children were most likely to talk about drugs and vandalism. Parents note that their children also made positive comments about the officer and the visit itself.

- Overall Reaction to the Idea of Police Visits (see **Table 9.26**): Regardless of whether their children one or three visits, almost all the parents (97%) support the idea of the police visiting classrooms.

• OVERVIEW OF SECTION 9

This part of Section 9 presents an overview of the involvement of the Peel Regional Police in the VIP program.

The overview is presented from two perspectives:

- Separate short summaries for the different response groups -- students, teachers, school administrators, and parents;

- A summary of general trends across all response groups.

1. Summaries by Response Group.

- Impact on Students of One Versus Three Police Visits: The findings clearly support a differential impact on students having one versus three police visits. Although a majority of students react positively to the police officer coming into their classrooms regardless of whether he came once or three times, this positive impact is significantly stronger for the three-visit condition along most of the dimensions tapped. Students receiving three police visits are more likely to report that:

  - the level and pace of the presentation were "about right;"

  - they learned some new things in the presentations;

  - the officer got along well with students in the class and held their interest throughout the lesson;

  - they liked having the officer visit and enjoyed the presentation.

  In addition, students in the three-visit group are more likely to express positive overall feelings about the police and to report a positive change in their attitude toward the police as a result of the visits.

In open-ended comments students in both groups say that they learned a lot from the officer, that they especially liked the video on drugs, that the officer should come more often and/or stay longer, and that they would like to know more about the officer and his job.

- Students' Perceptions of the Police Visits at the End of the Year/One Year Later: With respect to the police visits, both grade 6's (three months later) and grade 7's (one year later) tend to stress:

  - the impact of the drug/alcohol-related information they received from the police, and the video on drugs they were shown;
  - what they learned about the law and the penalties of crimes like vandalism, shoplifting, and stealing;
  - how to deal with peer pressure and choose appropriate friends.

Grade 7's are also especially likely to recall the officer's equipment, his job, and his positive interpersonal characteristics (caring attitude toward kids, friendliness, sense of humour, approachability, etc.).

Grade 6 and 7 students' overall attitudes toward the police were also tapped in the summative survey. These attitudes are largely positive, regardless of whether students had police visits or not. However, grade 6's receiving three police visits express significantly more positive attitudes toward the police than peers receiving no visits. This trend persists into grade 7 but is not statistically significant.

- Teachers' Perceptions of the Police Visits at the End of the Year: Regardless of whether they received one or three visits, grade 6 teachers are strongly supportive of police involvement in VIP. They report that:

  - the level and pace of these presentations were appropriate;
  - the topics covered were age-relevant and important for students to know about;
  - the presentations met their own expectations and also students' needs;
  - the material was dealt with in depth by a knowledgeable officer who established rapport with the students and held their interest throughout the lessons;
  - the presentations were enjoyable for the students.

Although three-visit teachers feel that the number of visits is "sufficient," one-visit teachers tend to feel that they receive "too few" visits.

Regardless of the number of visits, teachers feel that the police presentations are especially effective in teaching students about making informed decisions and about the dangers and consequences of taking drugs.

In their spontaneous comments, teachers view the visits as a central component of VIP and encourage the continuation (and extension) of police involvement. They stress the rapport established by the officer, the positive officer-student interaction, and the officer's expertise.

- School Administrators' Perceptions of the Police Visits at the End of the Year: School administrators are strongly positive in their perceptions of the police visits, regardless of whether their teachers had one or three visits. Respondents in the three-visit group tend to be more satisfied with the number of visits than their counterparts in the one-visit group.

  School administrators' open-ended comments are strongly supportive of the police visits as part of the VIP program. They stress the importance for students of establishing a positive relationship with police role models, and of discussing issues such as drugs and vandalism. Like the teachers, school administrators would like the availability of police visits to be extended to every grade 6 class, if possible.

- Parents' Perceptions of the Police Visits at the End of the Year: A majority of parents whose grade 6 children had police visits report that their children talked about these visits at home -- especially with respect to drugs, vandalism, the officer, and the visit itself.

  Regardless of the number of police visits, the responding parents strongly support having police come into the classroom as part of VIP.

2. General Trends Across All Response Groups.

With respect to the police visits to grade 6 classes, three overall themes emerge consistently across all response groups (students, teachers, school administrators, and parents). It should also be noted that these trends are seen in students even one year after the police visits to their classroom. These themes are:

- The importance of the visits in **establishing a positive relationship between students and the police officer**. This trend is reflected in the emphasis on the officer as a person, the interest in the officer's job, the positive attitude toward the police, and the expressed wish for more/longer police visits as part of VIP.

- The perceived importance of **the police presentation on drugs** (e.g., increased awareness of the variety and types of drugs, the consequences of taking drugs, and the importance of saying "no").

- The perceived importance of **the police presentation dealing with our laws and the penalties for breaking them** (e.g., what the law says, rights and privileges, the penalties of crimes such as vandalism, shoplifting, and stealing).

The positive effects on students in these three areas are increased with more police contact -- that is, they emerge more strongly in students having three rather than one police visit.

SECTION 9

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Table 9.1
Research Design:
Police Involvement in VIP Program Delivery

VIP TAUGHT BY TEACHER WITH POLICE INVOLVEMENT

	GRADE 6's		GRADE 7's (Last year's 6's)
	1 police visit (n=91)	3 police visits (n=102)	3 police visits last year (n=82)
Jan.-March 1990 • **SHORT-TERM** assessment of police visit(s)	Sample of about 100 grade 6's surveyed immediately after their **ONE** police visit,	Sample of about 100 grade 6's surveyed immediately after **EACH** of their **THREE** police visits,	(Not applicable)
June 1990 • **LONGER-TERM (SUMMATIVE)** assessment of police visits	and also three months after the VIP program was completed.	and also three months after the VIP program was completed.	Sample of about 100 grade 7's surveyed one year after having police visit their classrooms as part of VIP.

·grade 6 teachers
·school administrators
·parents of grade 6's

were also surveyed in June 1990 RE their overall perceptions of police visits.

Table 9.2
Respondents Completing Short-Term and Summative* Surveys

Respondents	Number Sent n	Number Returned, by Police Visit			Total Returned n	Response Rate %
		0 visits	1 visit	3 visits		
• **SHORT-TERM SURVEY** (Post-police, Jan.–Mar.'90)						
·**Grade 6 students**	9 classes**	–	91	102	193	–**
• **SUMMATIVE SURVEY*** (End of year, June 1990)						
·**Grade 6 students** (#5, #10, #11)*	16 classes**	240	81	94	415	–**
·**Grade 7 students** (#5, #10, #11)*	6 classes**	56	– †	82	138	–**
·**Grade 6 teachers** (#8 – #23)*	250	30	13	31	74	30%
·**School Administrators** (#7 – #9)*	120	19	15	21	55	44%
·**Parents of grade 6's** (#6 – #8)*	650	46	|____68____|		155‡	24%

* This was a comprehensive survey administered to a wide range of respondents. Its purpose was to assess end-of-year perceptions of both the VIP program and the police visits. Survey questions relating to the police visits (and answered only by respondents who knew about the police visits) are indicated in parentheses on the line below each respondent group. (Copies of the summative surveys are found in **Appendices H–K and M**).

** "Number sent" and "response rate" are not indicated for the student samples; 30 surveys were sent to each of the randomly selected classes, and whatever number of students were present on the day of administration completed them. Four classes receiving one police visit, and five classes receiving three visits, were surveyed.

† The one-visit condition did not exist when the grade 7's had VIP the year before.

‡ This total includes 41 parents who did not know whether or not the police had visited their child's classroom.

Table 9.3
Short-Term: Students' Perceptions
of the Level and Pace of Police Presentation(s)

	1 Police Visit (n=91)	3 Police Visits (Averaged) (n=102)	Total (1+3 Visits) (n=193)
• **LEVEL**			
.Too hard	1%	-	1%
.Too easy	13%	3%	8%
.About right	86%	96%	92%
• **PACE**			
.Too fast	12%	4%	8%
.Too slow	4%	3%	4%
.About right	84%	93%	89%

Table 9.4
Short-Term: Students' Perceptions
of the Topics Covered in the Police Presentation(s)

	1 Police Visit (n=91)		3 Police Visits (Averaged) (n=102)		Total (1+3 Visits) (n=193)	
• **LEARNED SOME NEW THINGS?**						
.Yes, very much so	35%	67%	67%	91%	52%	80%
.Somewhat	32%		24%		28%	
.Slightly, a little	25%	34%	7%	8%	16%	21%
.No, not at all	9%		1%		5%	
• **TOPICS IMPORTANT?**						
.Yes, Very much so	90%	94%	89%	98%	90%	97%
.Somewhat	4%		9%		7%	
.Slightly, a little	2%	5%	2%	2%	2%	4%
.No, not at all	3%		-		2%	

Table 9.5
Short-Term: Students' Perceptions of/
Reactions to the Police Officer

	1 Police Visit (n=91)		3 Police Visits (Averaged) (n=102)		Total (1+3 Visits) (n=193)	
• DID THE OFFICER GET ALONG WELL WITH STUDENTS?						
.Yes, very much so	78%	95%	96%	99%	88%	97%
.Somewhat	17%		3%		9%	
.Slightly, a little	3%	4%	1%	1%	2%	3%
.No, not at all	1%		-		1%	
• DID THE OFFICER HOLD YOUR INTEREST?						
.Yes, very much so	45%	74%	77%	97%	62%	86%
.Somewhat	29%		20%		24%	
.Slightly, a little	20%	26%	2%	3%	10%	14%
.No, not at all	6%		1%		4%	
• DID YOU LIKE HAVING THE OFFICER VISIT?						
.Yes, very much so	64%	87%	90%	99%	78%	94%
.Somewhat	23%		9%		16%	
.Slightly, a little	9%	13%	1%	1%	5%	7%
.No, not at all	4%		-		2%	

Table 9.6
Short-Term:
Students' Perceptions of the Police Presentation

	1 Police Visit (n=91)		3 Police Visits (Averaged) (n=102)		Total (1+3 Visits) (n=193)	
• **WAS LESSON WHAT YOU EXPECTED?**						
.Yes, very much so	26%	66%	32%	75%	30%	71%
.Somewhat	40%		43%		41%	
.Slightly, a little	21%	34%	14%	25%	17%	29%
.No, not at all	13%		11%		12%	
• **DID YOU ENJOY THIS LESSON?**						
.Yes, Very much so	56%	78%	83%	98%	70%	89%
.Somewhat	22%		15%		19%	
.Slightly, a little	17%	21%	2%	2%	9%	11%
.No, not at all	4%		-		2%	

Table 9.7
Short-Term:
Students' Self-Reported Feelings About the Police

	1 Police Visit (n=91)	3 Police Visits (Averaged) (n=102)	Total (1+3 Visits) (n=193)
• **OVERALL FEELINGS ABOUT POLICE**			
.Very/Fairly positive	84%	94%	90%
.Between + and -	13%	5%	9%
.Very/Fairly negative	3%	-	2%
• **DID OFFICER'S VISIT CHANGE YOUR FEELINGS ABOUT THE POLICE?**			
.More positive	50%	71%	61%
.No change	47%	29%	37%
.More negative	2%	1%	2%

Table 9.8
Short-Term: "What would you **tell a friend** in another class about this lesson?"
(Tabulation of Students' Open-Ended Comments)

	1 Police Visit	3 Police Visits	Total (1+3 Visits)
• **EDUCATIONAL** Learned a lot; informative RE laws; the penalties of crime; peer pressure; drugs, alcohol, smoking; stealing; etc.	41%	49%	48%
• **OVERALL POSITIVE REACTION** Great lesson; very good; helpful; enjoyable; etc.	40%	30%	32%
• **POSITIVE REACTION TO OFFICER/VISIT** The officer made it good; excellent presenter; good police-teacher; kind; patient; humourous; like a good friend; cool; positive; polite; good personality; etc.	13%	12%	12%
• **GOOD VIDEO ("WITH FRIENDS LIKE THAT")** Saw a good/interesting video; really liked the video; etc.	7%	2%	3%
• **FOUND OUT ABOUT POLICE** Found out what the officer's job is like; about the Peel police and police in other provinces; etc.	-	5%	4%
• **OFFICER'S EQUIPMENT** Had a chance to see all the officer's gear (handcuffs, radio, other stuff).	-	2%	2%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	106	414	520

Table 9.9
Short-Term: "The **best part** of the lesson given by the police officer was..."
(Tabulation of Students' Open-Ended Comments)

	1 Police Visit	3 Police Visits	Total (1+3 Visits)
• **VIDEO ("WITH FRIENDS LIKE THAT")**	47%	38%	40%
• **DRUGS** When he talked about the different kinds of drugs like alcohol, chocolate, cola; the cost; how to say "no" to drugs; consequences of taking drugs, etc.	32%	8%	14%
• **POLICE EQUIPMENT** When he showed his equipment (handcuffs, radio, uniform, nightstick, police hat).	8%	11%	10%
• **EVERYTHING** All the parts were good; etc.	6%	8%	7%
• **PENALTIES OF CRIME** When he talked about crimes and their penalties; jail; gave real examples of crimes; etc.	5%	14%	12%
• **TEACHING STYLE** The way he explained things; he presented the lesson with humour; he was very positive; etc.	3%	4%	4%
• **QUESTION AND ANSWER PERIOD** He let us ask whatever we wanted; he answered all our questions honestly; etc.	0	9%	7%
• **POLICE WORK** When he talked about himself, his training; about police work and its dangers; etc.	0	7%	5%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	106	340	446

Table 9.10
Short-Term:
"The lesson **would have been better if...**"
(Tabulation of Students' Open-Ended Comments)

	1 Police Visit	3 Police Visits	Total (1+3 Visits)
• **GREAT AS IT IS** Can't get any better; perfect; don't change it; covered it all; etc.	28%	32%	31%
• **SHOULD BE LONGER** If it was longer; if he had more time to answer questions; if he came to our class more often; etc.	24%	36%	34%
• **TELL US MORE ABOUT DRUGS** If he talked more about drugs; brought samples to show; if he told how drugs are made; etc.	17%	3%	6%
•**MORE INFORMATION ABOUT POLICE** If he let us touch his gun and handcuffs; if he told more about himself, his job, and some real crimes; if he showed other gear like a bullet-proof vest; if we toured the police station; etc.	16%	18%	18%
• **CHARACTERISTICS OF OFFICER** If the officer was different, less serious, more positive; if he talked louder, faster; if he talked less; etc.	11%	1%	3%
• **SIZE OF GROUP** If we had smaller groups; only one class; being in our own class; etc.	-	4%	4%
• **MORE VIDEOS** If he showed more/longer videos; etc.	-	3%	2%
• **NAME TAGS** If we had name tags so he could call us by our names.	-	2%	2%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	75	293	368

Table 9.11
Summative, Grade 6 and 7:
Things Remembered Most From Police Visit
(Tabulation of Students' Open-Ended Comments)

	Grade 6's*	Grade 7's
• **DRUG AND ALCOHOL INFORMATION** Drugs are dangerous; drinking can damage your brain; names of drugs; saying "no;" drugs are harmful; etc.	59%	21%
• **VIDEO ("WITH FRIENDS LIKE THAT")**	18%	9%
• **OFFICER'S EQUIPMENT/JOB** His gun, handcuffs; walkie-talkie; officer's job is hard work, dangerous; etc.	7%	21%
• **LAW AND PENALTIES OF CRIME** Vandalism, destructive behaviour; shoplifting; if you're in trouble you can be helped; what happens if you break the law; etc.	7%	13%
• **GETTING ALONG WITH PEERS** Peer pressure; making our own decisions when friends want us to do something; etc.	3%	8%
• **POSITIVE CHARACTERISTICS OF OFFICER** When he said he cared about people who take drugs; his positive attitude toward kids; his friendliness and good sense of humour; easy to talk to; etc.	3%	21%
• **SAFETY** Not to play around railroad; trucks; bicycle safety; put horn on bikes; etc.	3%	-
• **NEGATIVE CHARACTERISTICS OF OFFICER** He was kind of mean; too formal; talked too long; etc.	1%	6%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	287	101

* Because there were no marked differences in "things remembered" between grade 6's with one and three police visits, the two groups were combined for ease of interpretation.

Table 9.12
Summative, Grade 6 and 7:
Important Things Learned From Police Visit
(Tabulation of Students' Open-Ended Comments)

	Grade 6's*	Grade 7's
• **DRUG AND ALCOHOL RELATED** Don't drink and drive; drugs don't help you; now I can say "no" to drugs, smoking, alcohol; you can be cool by not using drugs; taking drugs will get you nowhere; etc.	46%	34%
• **LAW AND PENALTIES OF CRIME** Vandalism hurts; not to go against the police; stop crime; about Canada's law; stealing, shoplifting; etc.	24%	24%
• **GETTING ALONG WITH PEERS** Dealing with peer pressure; pick the right kind of friends; like people for who they are, not what they are; it's OK to say "no" to anyone; etc.	16%	16%
• **NOTHING NEW** Didn't learn anything new; nothing I didn't already know; etc.	5%	13%
• **SAFETY** Never talk to strangers; call police in an emergency; always tell your parents where you are going; etc.	2%	7%
• **OFFICER'S JOB** His job is hard work; police deal with dangerous situations; etc.	2%	5%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	318	153

* Because there were no marked differences in "things remembered" between grade 6's with one and three police visits, the two groups were combined for ease of interpretation.

Table 9.13
Summative, Grade 6 and 7:
Students' Overall Feelings About Police
at End of Year/One Year Later

	GRADE 6 STUDENTS				GRADE 7 STUDENTS		
	Number of Police Visits			Total Sample	Number of Police Visits		Total Sample
	0	1	3		0	3	
	n=240	n=81	n=94	n=415	n=56	n=82	n=138
• Very/Fairly positive	66%	73%	80%	71%	70%	76%	73%
• Between + and -	27%	20%	19%	24%	28%	18%	22%
• Very/Fairly negative	7%	7%	2%	6%	6%	6%	6%

Table 9.14
Summative: Teachers' Perceptions
of the Level and Pace of Police Presentation(s)

	1 Police Visit (n=13)	3 Police Visits (n=31)	Total (1+3 Visits) (n=44)
• **LEVEL**			
.Too hard	8%	-	2%
.Too easy	8%	3%	4%
.About right	85%	97%	93%
• **PACE**			
.Too fast	17%	-	4%
.Too slow	-	17%	11%
.About right	83%	83%	84%

Table 9.15
Summative: Teachers' Perceptions
of the Topics Covered in the Police Presentation(s)

	1 Police Visit (n=13)	3 Police Visits (n=31)	Total (1+3 Visits) (n=44)
• **DID STUDENTS LEARN SOME NEW THINGS?**			
.Very much so/Somewhat	92%	94%	93%
.No feelings either way	-	-	-
.Slightly/Not at all	8%	6%	7%
• **TOPICS RELEVANT FOR GRADE 6's?**			
.Very much so/Somewhat	92%	97%	95%
.No feelings either way	-	-	-
.Slightly/Not at all	8%	3%	4%
• **TOPICS COVERED IN ENOUGH DEPTH?**			
.Very much so/Somewhat	100%	94%	95%
.No feelings either way	-	-	-
.Slightly/Not at all	-	6%	4%

Table 9.16
Summative: Teachers' Perceptions of/
Reactions to the Police Officer

	1 Police Visit (n=13)	3 Police Visits (n=31)	Total (1+3 Visits) (n=44)
• **DID OFFICER ESTABLISH RAPPORT?**			
.Very much so/Somewhat	100%	94%	95%
.No feelings either way	-	-	-
.Slightly/Not at all	-	6%	4%
• **DID OFFICER HOLD STUDENTS' INTEREST?**			
.Very much so/Somewhat	100%	97%	98%
.No feelings either way	-	-	-
.Slightly/Not at all	-	3%	2%
• **DID YOU LIKE HAVING OFFICER VISIT?**			
.Very much so/Somewhat	100%	100%	100%
.No feelings either way	-	-	-
.Slightly/Not at all	-	-	-
• **WAS THE OFFICER KNOWLEDGEABLE?**			
.Very much so/Somewhat	100%	100%	100%
.No feelings either way	-	-	-
.Slightly/Not at all	-	-	-

Table 9.17
Summative: Teachers' Overview
of Presentation by Police Officer

	1 Police Visit (n=13)	3 Police Visits (n=31)	Total (1+3 Visits) (n=44)
• **WAS LESSON WHAT YOU EXPECTED?**			
.Very much so/Somewhat	100%	97%	98%
.No feelings either way	-	-	-
.Slightly/Not at all	-	3%	2%
• **DID STUDENTS ENJOY THE LESSON?**			
.Very much so/Somewhat	92%	97%	95%
.No feelings either way	-	-	-
.Slightly/Not at all	8%	3%	4%
• **DID THE LESSON MEET STUDENTS' NEEDS?**			
.Very much so/Somewhat	92%	100%	98%
.No feelings either way	-	-	-
.Slightly/Not at all	8%	-	2%

Table 9.18
Summative:
Teachers' Feelings About the Number/Continuation of Police Visits

	1 Police Visit (n=13)	3 Police Visits (n=31)	Total (1+3 Visits) (n=44)
• **THE NUMBER OF VISITS WAS...**			
.Sufficient	42%	93%	77%
.Too many	-	-	-
.Too few	58%	7%	23%
• **DO YOU THINK THESE VISITS SHOULD BE CONTINUED?**			
.Very much so/Somewhat	100%	100%	100%
.No feelings either way	-	-	-
.Slightly/Not at all	-	-	-

Table 9.19
Summative: Most Important Messages
Given to Students by the Police
(Tabulation of Teachers' Open-Ended Comments)

	All Teachers With Police Visits*
• **TAKE RESPONSIBILITY FOR YOURSELF** Think for yourself; be aware of what you do; be aware of how and why you make choices; learn to make educated decisions; etc.	38%
• **DRUGS** Dangers of drugs; consequences of taking drugs; etc.	21%
• **THE LAW** Different levels of law and the seriousness of various crimes; obeying the law; the law and the student; etc.	13%
• **THE POLICE** Showing respect for the police; reinforced the concept that police are on their side and are there to help them; police are people too; etc.	11%
• **PEER PRESSURE/FRIENDS** Not to give in to negative peer pressure; be very cautious about the friends you choose; etc.	8%
• **VANDALISM** Types of vandalism; effects of vandalism; etc.	5%
• **SAFETY**	2%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	61

* Because there were no marked differences between teachers with one and those with three police visits, the two groups were combined for ease of interpretation.

Table 9.20
Summative: Positive Aspects of the Police Visits
(Tabulation of Teachers' Open-Ended Comments)

	All Teachers With Police Visits*
• **POLICE AN IMPORTANT PART OF VIP** Police do a great job; one of the best things about VIP; visits complement VIP; important to children this age; excellent program; etc.	21%
• **CONTINUE/EXTEND POLICE VISITS** Continue/more visits; extend to all grade 6 classes; not so few and far between; at least 3 visits; encourage more officers to do VIP; etc.	17%
• **RAPPORT/POSITIVE INTERACTION** Officer established rapport quickly and easily; used humour to get and keep kids' attention; held their interest; kids were enthralled; etc.	17%
• **GOOD INFORMATION ABOUT POLICE** Realistic look at officer's world and how the system works; he "humanized" the police; discussion about authority figures important; etc.	14%
• **EXPERTISE OF OFFICER** Knowledgeable; in-depth lesson; had the latest information about drugs; etc.	10%
• **IMPORTANCE OF QUESTION AND ANSWER PERIOD** Important part of the lesson; he handled all questions skillfully, sensitively; etc.	7%
• **EXCELLENT VIDEOS**	7%
• **PROVIDED GOOD INFORMATION ABOUT LAWS** How Criminal Code and Young Offenders' Act work together; information about municipal, provincial, and federal laws; etc.	7%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	42

* Because there were no marked differences between teachers with one and those with three police visits, the two groups were combined for ease of interpretation.

Table 9.21
Summative:
Teachers' Suggestions for Improving the Police Presentation
(Tabulation of Teachers' Open-Ended Comments)

	All Teachers With Police Visits*
• **ORGANIZATION OF PRESENTATION** Allow more time for questions; a little more visual or "hands-on" content; more variety rather than just video and talking; teacher could possible discuss an approach with police officer before visit; initiate questions if none are asked; etc.	41%
• **AMOUNT OF EXPOSURE TO POLICE** More visits by police; longer visits; visits to the police station; etc.	22%
• **OFFICER'S MANNER** Acted very bored during all visits; could have tried to establish better rapport; etc.	18%
• **PRESENT TO SMALLER GROUPS** Don't combine classes; visit one class at a time; etc.	11%
• **ADDRESS STUDENTS BY THEIR FIRST NAMES** Important to students to be addressed by name; have students wear name tags.	7%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	27

* Because there were no marked differences between teachers with one and those with three police visits, the two groups were combined for ease of interpretation.

Table 9.22
Summative:
School Administrators' Feelings About
the Number/Continuation of Police Visits

	1 Police Visit (n=15)	3 Police Visits (n=21)	Total (1+3 Visits) (n=36)
• **THE NUMBER OF VISITS WAS...**			
.Sufficient	53%	80%	69%
.Too many	-	-	-
.Too few	47%	20%	31%
• **DO YOU THINK THESE VISITS SHOULD BE CONTINUED?**			
.Very much so/Somewhat	100%	100%	100%
.No feelings either way	-	-	-
.Slightly/Not at all	-	-	-

Table 9.23
Summative: School Administrators' General Comments
About the Police Visits
(Tabulation of School Administrators' Open-Ended Comments)

	All Schools With Police Visits*
• **POSITIVE RESOURCE/IMPORTANT TO VIP** Police visits add status to the program; police visits are imperative to the success of VIP; school is lucky to receive the number of visits it did; the visits are a major factor in relating these issues to the outside world; etc.	42%
• **NUMBER/FREQUENCY OF VISITS** Presence of police must be maintained; successful implementation of VIP should ensure each grade 6 class access to police visits; etc.	16%
• **PERSONAL CHARACTERISTICS OF OFFICER** Officer was knowledgeable and interesting; information was appropriately presented; officer very supportive of school's program; etc.	16%
• **ESTABLISHING RELATIONSHIP WITH AUTHORITY** The visits allow students to see police as a source of support and not a threat; very important for students to meet and talk with police officers in a positive, non-threatening way; etc.	13%
• **REINFORCING "REALITY"** Police visits reinforce "reality" of issues surrounding drugs, alcohol, and vandalism; good factual information transmitted to parents; etc.	13%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	31

* Because there were no marked differences between school administrators whose teachers received one and three police visits, the two groups were combined for ease of interpretation.

Table 9.24
Summative:
Parents' Knowledge of the Police Visits

• DID AN OFFICER VISIT YOUR GRADE 6 CHILD'S CLASS THIS YEAR?

·Yes	44%
·No	30%
·Not sure	26%

• IF "YES" (n=68), DID YOUR CHILD TALK TO YOU ABOUT THE POLICE VISIT?

·Yes	76%
·No	15%
·Can't remember	9%

Table 9.25
Summative: "What kinds of things did your child talk about after the police visit?"
(Tabulation of Parents' Open-Ended Comments)

	All Parents Reporting Police Visits*
• **VIP TOPICS**	
.Drugs	33%
.Vandalism	14%
.Shoplifting/Stealing	9%
.Youth and the Law	4%
.Peer Pressure	4%
.Being Truthful	1%
.Friends and Friendships	1%
• **OFFICER'S VISIT** Should happen more often during the year; better than an assembly; interesting; informative; etc.	12%
• **POLICE OFFICER** He was a good role model; easy to talk to; etc.	9%
• **SAFETY IN CYCLING**	7%
• **OTHER** Taking responsibility; kidnapping; strangers; etc.	4%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	69

* Because there were no marked differences between parents whose children had one or three police visits, the two groups were combined for ease of interpretation.

Table 9.26
Summative:
Parents' Overall Reaction to the Idea of Police Visits

	No Police Visits n=46	1 or 3 Police Visits n=68	Total n=155*
• **ARE POLICE VISITS A GOOD IDEA?**			
·Yes	96%	98%	97%
·No	4%	-	1%
·Not sure	-	2%	2%

* This total includes 41 parents who were "not sure" whether or not an officer visited their child's class. These 41 parents are still very supportive of police visits, with 95% saying "Yes, they are a good idea," and the other 5% expressing uncertainty.

SECTION 10

PARENT PERCEPTIONS OF VIP

SECTION 10

PARENT PERCEPTIONS OF VIP

• BACKGROUND

As reported in Section 6, a sizeable majority of the schools offering VIP (i.e., those with grade 6 students) report that they inform parents about the program -- most often through the school newsletter, through parent-teacher sessions, and/or in community meetings. On this basis, it was assumed that parents should generally be aware of the VIP program.

It was felt that parents' attitudes and opinions about the program were an important part of a comprehensive review. Therefore, parents were surveyed in order to assess their feelings about and support of VIP.

• RESEARCH QUESTIONS

The general research questions which the survey was intended to address are:

- **Are parents aware that their grade 6 children took VIP during the year?**
- **Do parents express overall support for VIP?**
- **Have their children discussed any of the VIP topics at home during the year?**

• INSTRUMENTS AND SAMPLE

A short survey was designed to tap parents' opinions of and attitudes toward VIP.* A copy of the survey is included in **Appendix M**.

A random sample of 650 parents was selected in the following way: the Board's Computer Services Department provided grade 6 parents' names and addresses for a random sample of schools. Research Department staff randomly chose 650 names from this listing.

Surveys were mailed directly to parents, with a self-addressed, stamped return envelope enclosed. Parent survey data was gathered during June, 1990.

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* Some items in the parent survey dealt with police visits to VIP classrooms. Data on these items is discussed in Section 9.

- **RESPONSE RATE**

Only 155 of the 650 parent surveys were returned, a 24% response rate. This comparatively low return means that we cannot be strongly confident that findings really represent the opinions of the larger grade 6 parent group.

- **FINDINGS**

· Awareness of VIP (see **Table 10.1**): Although 57% of the parent respondents indicate awareness of the VIP program, a fair number report that they are not aware of the program (36%) or do not remember (7%).

· Attitude Toward VIP (see **Table 10.1**): A large majority of parents (88%) express a "generally positive" attitude toward VIP. Almost all of the remaining parents are "neutral" (11%), with only 1% expressing "generally negative" feelings.

· General Support for VIP (see **Table 10.1**): Virtually all the parents (99%) feel that VIP-type topics have a place in the school program.

· VIP Discussed at Home (see **Table 10.2**): Almost three-quarters of the parents (72%) report that their grade 6 children have discussed VIP topics at home.

The particular topics most often discussed at home, according to the parents, are: the Dangers of Drugs (28%), Peer Pressure (14%), and Friends and Friendships (10%). It is interesting that these same three VIP topics are most often mentioned by grade 6 and 7 students as important to them personally and as areas where they feel the program has given them important insights (see Section 8).

· Parents' Overall Feelings About the VIP Program (see **Table 10.3**): Parents' open-ended comments were grouped thematically. Parents most often mention that VIP reinforces what is taught at home (34% of the comments), their generally positive view of the program (20%), and the belief that VIP topics are relevant for children to learn about in our society (15%).

- **OVERVIEW OF SECTION 10**

Parents of grade 6 students tend to be aware of the VIP program. They are strongly supportive of VIP and maintain a generally positive attitude toward the program.

The parent respondents report that their children tend to talk about VIP topics at home, especially those relating to drugs, peer pressure, and friendships (the same three VIP priorities reported by the students themselves).

Parents emphasize that VIP generally reinforces what is taught at home, that the program is important, and that the VIP topics reflect some relevant dimensions of today's society.

Table 10.1
Summative:
Parents' Awareness of and Attitude Toward VIP

• **AWARE THAT YOUR CHILD WAS TAKING VIP?**	
.Yes	57%
.No	36%
.Can't remember	7%
• **SHOULD VIP-TYPE TOPICS BE PART OF THE SCHOOL PROGRAM?**	
.Yes	99%
.No	-
.Not sure	1%
• **YOUR OVERALL ATTITUDE TOWARD VIP?**	
.Generally positive	88%
.Neutral	11%
.Generally negative	1%

Table 10.2
Summative:
Parents' Report of VIP Topics Discussed By Their Child at Home

• HAS YOUR GRADE 6 CHILD DISCUSSED ANY VIP TOPICS AT HOME?	
.Yes	72%
.No	23%
.Can't remember	5%
• IF "YES," WHICH ONE(S)?	
.Dangers of Drugs	28%
.Peer Pressure	14%
.Friends and Friendships	10%
.Being Truthful	8%
.Vandalism	7%
.Shoplifting is Stealing	7%
.What are Values?	6%
.Decision-Making	6%
.Belittling Others	5%
.Youth and the Law	4%
.Authority Figures	3%
.Creating Impressions	2%
TOTAL NUMBER OF RESPONSES (Percents are based on this number)	302

Table 10.3
Summative:
Parents' Overall Feelings About The VIP Program
(Tabulation of Parents' Open-Ended Comments)

• **VIP REINFORCES WHAT IS TAUGHT AT HOME** Values taught at home need to be reinforced at school; children get a more thorough discussion at school than at home; children need input from outside sources; child brings up new subjects at home; topics should be taught at home and at school; important to teach values in school as well as in the home; etc.	34%
• **GENERALLY POSITIVE VIEW OF PROGRAM** Very pleased with program; excellent concept; helpful, informative, positive approach; important; etc.	20%
• **RELEVANT IN LIFE/OUR SOCIETY** Children should learn about these things since they are part of everyday life and relevant in modern society; the program teaches kids about life and prepares them for the future; etc.	15%
• **NOT AWARE OF VIP PROGRAM** School should inform parents; more information about actual content of program; parents should be told so they can extend program at the same time; etc.	9%
• **PROGRAM IS AGE-APPROPRIATE** Good for children to know about VIP-type topics as they grow up; the sooner children become aware of these things, the better; right for grade 6; etc.	9%
• **CONTRIBUTES TO PERSONAL GROWTH** The VIP subjects help child understand him/herself and his/her feelings; contributes to self-awareness; etc.	5%
• **VIP NOT NECESSARY** VIP makes little impression on the child; child makes no comments after discussions at school; won't help; etc.	3%
• **MORE TIME/VARIETY NEEDED** More time for discussion; deal with topics in more depth; have visits from other social agencies; more films, videos	4%
TOTAL NUMBER OF COMMENTS (Percents are based on this number)	131

SECTION 11

SUMMARY AND CONCLUSIONS

SECTION 11

SUMMARY AND CONCLUSIONS

- **PROGRAM IMPACT**

Findings from a number of response groups in the Review show strong positive support for Peel's grade 6 VIP program. There is general agreement that VIP is age-appropriate, teaches topics that are relevant and important for grade 6 students to know about, and has a positive and long-term impact on students' attitudes, values, self-concept, and relationships with others.

In terms of specific areas of program impact, three topics emerge consistently as high priorities. Three months after VIP, grade 6 students indicate three VIP topics as especially relevant to them personally and most meaningful in terms of what they learned: **"The Dangers of Drugs," "Peer Pressure," and "Friends and Friendships."**

One year after VIP, grade 7 students are still naming these three topics as most meaningful, with about the same strength of response as the grade 6's. Perceptions of school administrators and grade 6 teachers generally confirm these priorities, and parents report that these are the three VIP topics which their children most often discuss at home.

As another indicator of program impact, grade 6 students responded to sociomoral reasoning tasks both before and after having the VIP program. The sociomoral reasoning tasks were short interpersonal dilemmas presenting either peer conflict or vandalism situations. Students wrote short answers to questions about the characters' actions in each dilemma.

Although dilemmas about vandalism show little change in type of response from before to after VIP, dilemmas involving peer conflict give some evidence of higher-level sociomoral reasoning after VIP, especially for females.

Why would differences emerge in response to the two types of dilemma? One explanation may be found in research suggesting that higher-level sociomoral reasoning is more likely to be associated with peer- than with adult-related dilemmas. (In the present Review, the peer conflict dilemmas involved all same-age characters, while the vandalism dilemmas postulated adult "victims.")

Another possibility is suggested by the student survey data, which shows that VIP topics involving peers and friends are perceived as more important and relevant than topics related to vandalism. Perhaps dilemmas reflecting peer-related VIP topics are more likely than vandalism dilemmas to reflect concepts learned in the program.

- **RESOURCES TO SUPPORT VIP**

  - Inservice: The inservice designed for grade 6 teachers new to VIP includes large- and small-group sessions, interactive opportunities, and a chance for participants to share and discuss ideas. The inservice, which is perceived by teachers as meaningful, relevant, and well paced, has a positive impact on their confidence about presenting VIP topics. This high level of post-inservice confidence is maintained when the teachers return to their classrooms.

    Both teachers and school administrators comment that the value of the VIP inservice would be enhanced by:

    - inviting school administrators to attend;
    - inviting all the police officers who will be presenting in Peel classrooms as part of VIP to attend;
    - offering additional inservice for teachers who have already taught VIP -- a kind of "refresher course," which could include additional/new VIP program ideas, activities, resources, and teaching strategies.

  - Material Resources: Teachers use VIP videos and other Peel AV resources extensively for resourcing VIP. Although a majority of teachers feel that the program is adequately resourced, a number do express concerns about the availability of VIP videos and films, and about the need to update resource lists and other program support material.

  - Human Resources: Teachers and school administrators report that Peel Regional Police visits to VIP classrooms are a major human resource to support the program. As well, students respond enthusiastically to the police visits, and parents strongly endorse police involvement in VIP.

    Teachers and school administrators feel that the police presentations are age-appropriate, well-paced, and that they meet students' needs. They comment that the presentations are made by knowledgeable officers who establish rapport with the students and hold their interest throughout the lesson.

    Three overall themes emerge consistently across all response groups (students, teachers, school administrators, and parents); these same themes are expressed by students even one year after the police have visited their classrooms. These themes are:

    - The importance of the visits in establishing both a positive relationship between students and the visiting officer, and a positive overall attitude toward the police;
    - The perceived importance of the police presentation on drugs and alcohol;
    - The perceived importance of the police presentation dealing with our laws and the penalties for breaking them.

The positive effects on students in these three areas are increased with more police contact -- that is, these effects are found more strongly in students having three rather than one police visit.

Teachers and school administrators recognize the importance of the police visits in implementing VIP and would like the availability of police visits to be extended to more grade 6 classes, if possible. They emphasize in their comments that police visits provide an essential support for VIP.

- **COMMUNICATING WITH PARENTS ABOUT VIP**

In its support document for VIP, the Ministry emphasizes the importance of discussing VIP with parents. The majority of Peel schools offering VIP report that they communicate with parents about, and/or involve them in, the VIP program. Communication with parents about VIP is most often achieved through the school newsletter, in parent-teacher sessions, and/or in community meetings.

- **PROGRAM DELIVERY/TEACHING STRATEGIES**

Schools report that two program delivery methods are most often used for VIP: the topics are likely to be integrated with other regular classroom subjects like Language Arts, and/or some VIP topics are taught as a distinct program.

In terms of teaching strategies for VIP, most of the schools report that role playing/drama activities and small group work are most frequently used; decision-making strategies and inquiry/research approaches are also utilized. Students react positively to the teaching strategies used for VIP, and report that they especially enjoy participating in role playing and drama activities.

APPENDICES

APPENDIX A

DEMOGRAPHIC SURVEY

UNLESS OTHERWISE INDICATED, PLEASE INDICATE YOUR ANSWER BY CIRCLING THE APPROPRIATE LETTER(S).

1. School _____

2. Total number of grade six classes 1989-90 (please include split grade classes and indicate) _____

3. Total number of teachers teaching V.I.P. in 1989-90 _____

4. V.I.P. will be taught in 1989-90 by _____

   a. regular classroom teachers
   b. guidance teacher
   c. other (explain) _____

5. Method of delivery of V.I.P. program 1989-90 school year

   a. integrated with other subjects (e.g., language arts)
   b. as a distinct program
   c. other (explain) _____

6. Timing of V.I.P. program for 1989-90 school year

   a. throughout the school year
   b. in the fall semester (Sept. - Dec.)
   c. in the winter semester (Jan. - Mar.)
   d. in the spring semester (April - June)

7. Resources used in the past, or planned for this year

   a. V.I.P. videos
   b. other Peel Board A/V resources
   c. guest speakers (list) _____
   d. other (explain) _____

8. Teaching strategies used in V.I.P. programs in the past or planned for this year

   a. role playing/drama
   b. inquiry/research
   c. decision-making
   d. small group work
   e. other (explain) _____

9. V.I.P. and parent awareness planned for 1989-90 school year

   a. Parents are informed about the program by a newsletter
   b. Parents are informed about the program at a parent/teacher session
   c. Parents are not informed
   d. Parents are involved in the program (explain)

   _____

APPENDIX B

PRE-INSERVICE SURVEY

Pre-Inservice Survey: Values, Influences, and Peers
October 1989

The Values, Influences, and Peers Program (V.I.P.) attempts to increase students' awareness of various values issues and build their feelings of self-esteem. It rests on the assumption that students with a positive self-image will be better able to develop good relationships with peers and to cope with negative peer pressure.

The V.I.P. program is taught to all grade 6 students in Peel; it is the Guidance program for grade 6, as well as a Social Science unit. The program deals with the following topics:

- **Creating Impressions**
- **Belittling Others**
- **Peer Pressure**
- **Decision-Making**
- **Being Truthful**
- **Authority & Authority Figures**
- **The Dangers of Drugs**
- **Vandalism & Destructive Behaviour**
- **Shoplifting is Stealing**
- **Youth and the Law**
- **Friends and Friendships**

1. Overall, at this point in time, how would you describe your level of confidence with respect to teaching these kinds of topics? (Check one)

   .Very high ..... _____
   .Fairly high ..... _____
   .About medium ..... _____
   .Fairly low ..... _____
   .Very low ..... _____

Would you comment on your answer? _____

_____

2. How many years of experience have you had:

   .teaching in the junior division
   (in Peel or other Boards)? ..... _____

   .teaching in total
   (in Peel or other Boards)? ..... _____

THANKS!

APPENDIX C

POST-INSERVICE SURVEY

Post-Inservice Survey: Values, Influences, and Peers
October 1989

1. Please tell us how you feel about four aspects of each workshop session. Choose a number from the **KEY** to show your feeling about each aspect and write that number in the box provided.

KEY:	1 = EXCELLENT	3 = FAIR
	2 = GOOD	4 = POOR

	Meaningful/ Relevant?	Well-Paced?	Practical Ideas?
• "Effective Drug Education" (Dr. R. Clavier)			
• "Resourcing VIP"			
• "Police Involvement in VIP" (Peel Regional Police)			
• "Preparing VIP Lessons"			
• Visiting Students Describe VIP Impact			

PLEASE TURN TO THE BACK OF THIS PAGE

2. How would you describe your present level of confidence with respect to teaching the V.I.P. topics? (Check one)

.Very high ..... _____
.Fairly high ..... _____
.About medium ..... _____
.Fairly low ..... _____
.Very low ..... _____

3. Is this level of confidence about the same as before the workshop, or has it changed? (Check one)

.My level of confidence is higher now ..... _____
.My level of confidence is about the same... _____
.My level of confidence is lower now ..... _____

4. And please tell us once again how many years of experience you have had:

.teaching in the junior division
(in Peel or other Boards) ..... _____

.teaching in total
(in Peel or other Boards) ..... _____

THANKS FOR TAKING THE TIME TO RESPOND!

APPENDIX D

INSERVICE FOLLOW-UP SURVEY

As part of the V.I.P. Program Review, we are surveying all those who taught V.I.P. for the first time this year. Please help us in this effort by answering the following questions.

Return your completed survey within 3 days of receipt to Judith Fine, Research Dept., H.J.A. Brown Education Centre.

1. How would you describe your present overall level of confidence with respect to teaching the V.I.P. topics? (check one)

   - Very high ....._____
   - Fairly high ....._____
   - About medium ....._____
   - Fairly low ....._____
   - Very low ....._____

2. Is this level of confidence about the same as at the beginning of the year, or has it changed? (check one)

   - My level of confidence is higher now ....._____
   - My level of confidence is about the same ..._____
   - My level of confidence is lower now ....._____

3. Are there any particular V.I.P. topic(s) where you feel you need more inservice and/or resources/materials?

   Yes _____ No _____

   If "yes," please explain.

   _____

4. Including this year, how many years of experience have you had:

   - teaching in the junior division (in Peel or other Boards)? ....._____
   - teaching in total (in Peel or other Boards)? ....._____

THANKS FOR TAKING THE TIME TO RESPOND!

APPENDIX E

SOCIOMORAL REASONING TASKS: PRE-VIP

•Today's date: _____

•Your school: _____

• Are you... a girl? ____ a boy? ____

On the next page, there are two short stories about kids your age.

Read each story and answer the questions about each one.

You don't have to use sentences to answer the questions.

TEACHER'S PET (A1)

Sandy, Dana, and **Pat** often do their homework together. Sitting around the library table, **Sandy** turned to **Dana** and said, "You make me so sick in music class. You're always saying, 'Yes, Mr. Sanders, No, Mr. Sanders. Can I clean the board, Mr. Sanders. Do you need any help after school, Mr. Sanders?' Talk about a teacher's pet! No wonder you always get an A in Music. You sure don't get it for your singing. You've got to be the worst singer I've ever heard."

"I thought you were my friend," **Dana** said.

In a few words, tell what this story is about.

What would you say or do if you were **Pat** (the other person)?

Tell what you think will happen next.

HALLOWEEN (A2)

Chris, **Robin**, and **Terry** met on Halloween night. Dressed as their favourite rock musicians, they set out to knock on neighbourhood doors and collect candy. When they passed the home of Mrs. Blair, their principal, **Chris** suggested, "We should soap her windows. She wouldn't let us have a Halloween dance."

"Yeah," said **Robin**, "she's so mean, I'd love to get back at her. Why don't we empty these bags of dry leaves all over her lawn?"

"And while we're at it, we can knock over her garbage cans, too," **Chris** added.

In a few words, tell what this story is about.

What would you say or do if you were **Terry** (the other person)?

Tell what you think will happen next.

APPENDIX F

SOCIOMORAL REASONING TASKS: POST-VIP

•Today's date: _____

•Your school: _____

• Are you... a girl? _____ a boy? _____

On the next page, there are two short stories about kids your age.

Read each story and answer the questions about each one.

You don't have to use sentences to answer the questions.

LUNCH ROOM (B1)

Robin, Chris, and **Terry** often eat lunch together. Sitting in the lunch room, **Robin** turned to **Chris** and said, "You really eat disgusting amounts of food. Three sandwiches every day, cookies, cake, chips, and two drinks. Talk about being a pig! No wonder you're so overweight. You can barely get into your gym uniform, you know."

"I thought you were my friend," **Chris** said.

In a few words, tell what this story is about.

What would you say or do if you were **Terry** (the other person)?

Tell what you think will happen next.

WINTER (B2)

Kerry, Dana, and **Chris** met one snowy winter night. As the snow continued to fall, they walked through their neighbourhood making snowballs and tossing them at one another. When they passed the home of Mr. Knight, their home room teacher, **Kerry** suggested, "We should throw snowballs at his window. His surprise math tests are so unfair."

"Yeah," said **Dana**. "He's so mean. I'd love to get back at him for giving me an F on my last test. Why don't we let the air out of his tires, too?"

"And while we're at it, we can smash some of these holiday lights," **Kerry** added.

In a few words, tell what this story is about.

What would you say or do if you were **Chris** (the other person)?

Tell what you think will happen next.

APPENDIX G

SOCIOMORAL REASONING TASKS: THREE MONTHS LATER

•Today's date: _____

•Your school: _____

• Are you... a girl? _____ a boy? _____

On the next page, there are two short stories about kids your age.

Read each story and answer the questions about each one.

You don't have to use sentences to answer the questions.

GLASSES (C1)

Dana, Kerry, and **Dale** often walk to school together. On this particular morning, **Kerry** appeared wearing new eye glasses.

Dale turned to **Kerry** as they walked along and said, "Those glasses are really ugly, you know. They're so thick they make your eyes look like you're looking through a magnifying glass. Talk about being a 'four-eyes!' Boy, are you ever going to get teased at school today."

"I thought you were my friend," **Kerry** said.

In a few words, tell what this story is about.

What would you say or do if you were **Dana** (the other person)?

Tell what you think will happen next.

SPRING (C2)

Sandy, **Robin**, and **Pat** met one rainy Saturday afternoon at the local corner store. They stood outside under the roof waiting for the rain to stop. The shop owner, Ms. Small, watched from her cash register.

Sandy said, "Why is she always looking at us? What does she think we're going to do, rob her?"

"Yeah," said **Robin**. "We should really give her something to worry about. Let's go around back and spread her milk boxes all over the yard."

"Sure, and while we're at it, let's knock over her dog house," **Sandy** added.

In a few words, tell what this story is about.

What would you say or do if you were **Pat** (the other person)?

Tell what you think will happen next.

APPENDIX H

GRADE 6 SUMMATIVE SURVEY

V.I.P. END-OF-YEAR STUDENT SURVEY
GRADE 6

This booklet asks you some things about the V.I.P. program.

Do NOT put your name on the booklet. All individual answers will be kept strictly secret and will only be reported as group information.

Please answer each question carefully and honestly, and follow the directions given. If you have any questions, ask your teacher.

THANK YOU FOR HELPING WITH THIS SURVEY!

Your school: _____

Are you: a girl? _____ a boy? _____

PLEASE TURN THE PAGE AND BEGIN ANSWERING THE QUESTIONS -

1. Listed below are some topics that are part of the VIP program. You have heard about or talked about these topics in your class over the past few months.

Which 3 of these topics were most important to you personally?

Write a "1" next to the topic that was the MOST important,
write a "2" next to the second most important topic, and
write a "3" next to the third most important topic.

DO NOT RANK ANY MORE THAN 3 TOPICS!

- Creating Impressions ..... _____
- Belittling Others ..... _____
- Peer Pressure ..... _____
- Decision-Making ..... _____
- Being Truthful ..... _____
- Authority and Authority Figures ..... _____
- The Dangers of Drugs ..... _____
- Vandalism and Destructive Behaviour ..... _____
- Shoplifting is Stealing ..... _____
- Youth and the Law ..... _____
- Friends and Friendships ..... _____

2. Now think back across all the VIP topics. Do you remember any VIP activities that you really enjoyed doing?

YES_____ NO_____

If you answered YES, please tell what these activities were.

Why did you especially like these activities?

3. Do you remember doing any VIP activities that you DIDN'T enjoy very much?

YES_____ NO_____

If you answered YES, please tell what these activities were.

Why didn't you enjoy these activities very much?

4. What things did you learn from VIP that were important to you personally? Write up to three things. (You don't have to write in sentences.)

5. Check ONE answer to show your overall feelings about the police.

- very positive ..... _____
- fairly positive ..... _____
- somewhere between positive and negative ... _____
- fairly negative ..... _____
- very negative ..... _____

CONTINUED →

6. Has VIP helped you and your friends think about the outcomes of what you do? Has it changed anything you did or were going to do? Give some examples.

7. Has VIP helped you to deal with pressures from your friends? Give some examples.

8. Has VIP helped you develop good feelings about yourself? Give some examples.

9. Do you think that VIP has changed how well you get along with.....

	No change	Made things better	Made things worse
·your friends?	_____	_____	_____
·your parents?	_____	_____	_____
·your brothers/sisters?	_____	_____	_____
·your teacher(s)?	_____	_____	_____
·other adults who are important in your life?	_____	_____	_____
·the police?	_____	_____	_____

ANSWER QUESTION #10 AND #11 ONLY IF A POLICE OFFICER VISITED YOUR CLASS THIS YEAR AS PART OF THE VIP PROGRAM.

10. What things do you remember the most about when the police officer visited your classroom?

11. What important things did you learn from the police officer's visit to your classroom? Write up to three things.

THANKS FOR YOUR HELP!

APPENDIX I

GRADE 7 SUMMATIVE SURVEY

V.I.P. END-OF-YEAR STUDENT SURVEY
GRADE 7

This booklet asks you some things about the V.I.P. program you had in Grade 6.

Do NOT put your name on the booklet. All individual answers will be kept strictly secret and will only be reported as group information.

Please answer each question carefully and honestly, and follow the directions given. If you have any questions, ask your teacher.

THANK YOU FOR HELPING WITH THIS SURVEY!

Your school: _____

Are you: a girl? _____ a boy? _____

PLEASE TURN THE PAGE AND BEGIN ANSWERING THE QUESTIONS

1. Listed below are some topics that were part of your VIP program last year.

Which 3 of these topics were most important to you personally?

Write a "1" next to the topic that was the MOST important,
write a "2" next to the second most important topic, and
write a "3" next to the third most important topic.

- Creating Impressions ..... _____
- Belittling Others ..... _____
- Peer Pressure ..... _____
- Decision-Making ..... _____
- Being Truthful ..... _____
- Authority and Authority Figures ..... _____
- The Dangers of Drugs ..... _____
- Vandalism and Destructive Behaviour ..... _____
- Shoplifting is Stealing ..... _____
- Youth and the Law ..... _____
- Friends and Friendships ..... _____

2. Now think back across all the VIP topics. Do you remember any VIP activities that you really enjoyed doing?

YES_____ NO_____

If you answered YES, please tell what these activities were.

Why did you especially like these activities?

3. Do you remember doing any VIP activities that you DIDN'T enjoy very much?

YES_____ NO_____

If you answered YES, please tell what these activities were.

Why didn't you enjoy these activities very much?

4. What things did you learn from VIP that were important to you personally? Write up to three things. (You don't have to write in sentences.)

5. Check ONE answer to show your overall feelings about the police.

- very positive ..... _____
- fairly positive ..... _____
- somewhere between positive and negative ... _____
- fairly negative ..... _____
- very negative ..... _____

CONTINUED

6. Has VIP helped you and your friends think about the outcomes of what you do? Has it changed anything you did or were going to do? Give some examples.

7. Has VIP helped you to deal with pressures from your friends? Give some examples.

8. Has VIP helped you develop good feelings about yourself? Give some examples.

9. Do you think that VIP has changed how well you get along with.....

	No change	Made things better	Made things worse
•your friends?	_____	_____	_____
•your parents?	_____	_____	_____
•your brothers/sisters?	_____	_____	_____
•your teacher(s)?	_____	_____	_____
•other adults who are important in your life?	_____	_____	_____
•the police?	_____	_____	_____

ANSWER QUESTION #10 AND #11 ONLY IF A POLICE OFFICER VISITED YOUR CLASS LAST YEAR AS PART OF THE VIP PROGRAM.

10. What things do you remember the most about when the police officer visited your classroom?

11. What important things did you learn from the police officer's visit to your classroom? Write up to three things.

THANKS FOR YOUR HELP!

APPENDIX J

VIP TEACHER SUMMATIVE SURVEY

This year the grade 6 **Values, Influences, and Peers** program (VIP) has been reviewed. During the year, many different groups of teachers and students have given us their opinions about various aspects of the VIP program.

One important part of the review is asking grade 6 teachers for their feelings and suggestions at the end of the school year. We have randomly selected a sample of schools for this part of the review, and we are asking teachers in these schools to help us by completing this questionnaire.

Please return your questionnaire, within one week of receipt, to:
JUDITH FINE, RESEARCH DEPARTMENT, H.J.A. BROWN EDUCATION CENTRE

We very much appreciate your taking the time to participate in the review!

1. Your school: _____

To answer questions #2 to #7, choose a number from the KEY to show how you feel. Write that number in the space next to the question.

KEY
1 = Yes, very much so
2 = Somewhat
3 = No feelings either way
4 = Slightly, a little
5 = No, not at all

2. In general, do you like teaching the type of topics covered by the V.I.P. program? ..... ____

3. Do you feel that you have been given enough direction in terms of how the V.I.P. program should be delivered? ..... ____

Comments?

CONTINUED-

KEY
1 = Yes, very much so
2 = Somewhat
3 = No feelings either way
4 = Slightly, a little
5 = No, not at all

4. Do you feel that this year you had enough resources available to teach the V.I.P. program effectively? ..... ____

Comments?

5. In general, do you feel that the V.I.P. topics you taught this year were relevant to your students? ..... ____

6. The best thing(s) about the V.I.P. program is/are

7. The V.I.P. program would be improved if...

8. As part of this year's V.I.P. program, did you have a police officer visit your classroom to talk to your students?

·No ..... _____ → Stop here -- and thanks!
·Yes, 1 visit only ..... _____
·Yes, 3 visits ..... _____

If "Yes," do you feel the number of visits was...

·sufficient? ..... _____
·too many? ..... _____ →
·too few? ..... _____ → How many visits would be ideal? _____

9. Was the level of the presentation appropriate for your students? Was it...
·too hard? _____ ·too easy? _____ ·about right? _____

10. What about the pace of the presentation. Was it...
·too fast? _____ ·too slow? _____ ·about right? _____

To answer questions #11 to #21, choose a number from the KEY to show how you feel. Write that number in the space next to the question.

KEY
1 = Yes, very much so
2 = Somewhat
3 = No feelings either way
4 = Slightly, a little
5 = No, not at all

11. Do you feel your students learned some new things in this presentation? ..... _____

12. Did the police officer establish good rapport with your students? ... _____

13. Was the presentation what you expected? ..... _____

14. Do you think the things the officer talked about are relevant for grade 6 students? ..... _____

CONTINUED-

KEY
1 = Yes, very much so
2 = Somewhat
3 = No feelings either way
4 = Slightly, a little
5 = No, not at all

15. Did the officer hold your students' interest throughout the presentation? ..... _____

16. Would you say your students enjoyed this presentation? ..... _____

17. Did you like having a police officer come into your classroom to talk to your students? ..... _____

18. Do you think the presentation met your students' needs? ..... _____

19. Do you think these visits by the police should be continued? ..... _____

20. Do you feel that the officer who made the presentation was knowledgeable? ..... _____

21. Do you think the presenter covered the topic(s) in enough depth? ... _____

22. The most important message(s) given to the students by the police officer was/were...

23. The presentation by the police officer would have been better if...

Appendix K

VIP SCHOOL ADMINISTRATOR SURVEY

This year the grade 6 **Values, Influences, and Peers** program (VIP) has been reviewed. During the year, many different groups of teachers and students have given us their opinions about various aspects of the VIP program.

One important part of the review is asking school administrators for their reactions to the program at the end of the school year. We have randomly selected a sample of schools for this part of the review, and we are asking these school administrators to help us by completing this questionnaire.

Please return your questionnaire, within one week of receipt, to:
JUDITH FINE, RESEARCH DEPARTMENT, H.J.A. BROWN EDUCATION CENTRE

We very much appreciate your taking the time to participate in the review!

1. Your school: _____

To answer questions #2 to #7, choose a number from the KEY to show how you feel. Write that number in the space next to the question.

KEY
1 = Yes, very much so
2 = Somewhat
3 = No feelings either way
4 = Slightly, a little
5 = No, not at all

2. Do you feel that V.I.P. makes a difference to students in terms of what they learn about...

- drugs and alcohol? ..... ____
- vandalism? ..... ____
- peer pressure? ..... ____
- relations with authority figures? ..... ____
- other? (specify) _____

Comments?

KEY
1 = Yes, very much so
2 = Somewhat
3 = No feelings either way
4 = Slightly, a little
5 = No, not at all

3. Do you feel your teachers have sufficient support for V.I.P. in terms of...

- human resources? ..... _____
- inservice? ..... _____
- material resources? ..... _____

Comments?

4. In general, do you feel your grade 6 teachers are comfortable with the V.I.P. topics? ..... _____

5. The best thing(s) about the V.I.P. program is/are

6. The V.I.P. program would be improved if...

7. As part of this year's V.I.P. program, did a police officer visit any of the grade 6 classrooms in your school to talk to your students?

·No ..... _____ → Stop here -- and thanks!
·Yes, 1 visit per class _____
·Yes, 3 visits per class _____

If "Yes," do you feel the number of visits was...

·sufficient? ..... _____
·too many? ..... _____ →
·too few? ..... _____ → How many visits would be ideal? _____

8. Do you think these visits by the police should be continued?

·Yes _____ ·No _____ ·No feelings either way _____

9. Any other comments about the police visits?

THANKS FOR YOUR HELP!

APPENDIX L

VIP STUDENT SURVEY (SHORT-TERM)

Your School: _____ Today's Date: _____

Are you: a girl? _____ a boy? _____

Please tell us some things about the lesson given by the police officer.

1. What about the level of this lesson for people your age. Was it...
   ·too hard? _____ ·too easy? _____ ·about right? _____

2. What about the pace of this lesson. Was it...
   ·too fast? _____ ·too slow? _____ ·about right? _____

To answer questions #3 to #9, choose a number from the KEY to show how you feel. Write that number in the space next to the question.

KEY	1 = Yes, very much so 2 = Somewhat 3 = Slightly, a little 4 = No, not at all

3. Do you feel you learned some new things in this lesson? ..... _____

4. Did the police officer get along well with students in your class? ... _____

5. Was this lesson what you expected? ..... _____

6. Do you think the things the officer talked about are important for people your age to know about? ..... _____

7. Did the police officer hold your interest throughout the lesson? ..... _____

8. Would you say you enjoyed this lesson? ..... _____

9. Did you like having a police officer come to your classroom to talk to you? ..... _____

TURN TO THE BACK OF THIS SHEET ___

10. Check one answer to show your overall feelings about the police.

- Very positive ..... ____
- Fairly positive ..... ____
- Somewhere between positive and negative ..... ____
- Fairly negative ..... ____
- Very negative ..... ____

11. Did the officer's visit change your feelings about the police? (Check one)

- No change in my feelings ..... ____
- Made them more positive ..... ____
- Made them more negative ..... ____

YOU DON'T HAVE TO USE SENTENCES TO ANSWER QUESTIONS #12 TO #14.

12. If you were telling a friend in another class about this lesson, what would you say?

13. The **best part** of the lesson given by the police officer was...

14. The lesson **would have been better if...**

THANK YOU!

APPENDIX M

PARENT SURVEY

THE PEEL BOARD OF EDUCATION

SURVEY FOR PARENTS OF GRADE 6 STUDENTS

The Values, Influences, and Peers program (**V.I.P.**) is taught to all grade 6 students in Peel.

The V.I.P. program deals with the following topics:

•What are values?	•Being truthful	•Shoplifting is stealing
•Belittling others	•Authority figures	•Youth and the law
•Peer pressure	•Dangers of drugs	•Friends and friendships
•Decision-making	•Vandalism	•Creating impressions

What do you, the parent, think about Peel's V.I.P. program? Please fill out this brief questionnaire and return it as soon as possible in the enclosed self-addressed, stamped envelope.

1. Were you aware that your grade 6 child was taking the V.I.P. program this year?

   •Yes_____ •No_____ •Can't remember_____

2. Look over the V.I.P. topics listed above. Do you feel that topics like these should be part of the school program?

   •Yes_____ •No_____ •Not sure_____

3. Do you feel that any of the topics listed above should NOT be part of the school program? If so, which one(s)?

   _____

4. During this past year has your child in grade 6 discussed any of these topics at home?

   •Yes_____ •No_____ •Can't remember_____

   If "Yes," which one(s)? _____

PLEASE TURN THE PAGE-

5. What is your overall feeling about the V.I.P. program?

•generally positive_____ •neutral_____ •generally negative_____

Please comment on your answer to question #5:

6. As part of the V.I.P. program, a Peel police officer visits some classrooms to discuss topics like drugs, alcohol, and vandalism. In general, do you feel that it's a good idea for a police officer to come into classrooms to talk to students about these topics?

•Yes_____ •No_____ •Not sure_____

7. Did a police officer visit your grade 6 child's classroom this year?

•Yes_____ •No_____ •Don't know_____

8. If "Yes" to question #7, did your child talk to you about the police visit?

•Yes_____ •No_____ •Can't remember_____

If "Yes," what kinds of things did your child talk about?

THANK YOU FOR YOUR HELP!